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ABSTRACT

This handbook was developed to assist Oregon parents in understanding the needs of gifted children and the important role parents have in their public school education. Information presented is in response to needs identified by Oregon parents. The handbook begins with an article by Gary Eisler titled "Playing TAG with Oregon's Future," which describes efforts to provide challenging experiences for Oregon's gifted students to keep them interested in school. The handbook also describes: (1) national and state laws for education of talented and gifted students; (2) administrative rules adopted to implement the laws; (3) characteristics of intellectually gifted children in terms of behavior, learning, creativity, and motivation; (4) procedures used in identifying Oregon gifted children and testing instruments commonly used; (5) models for school programs and services; (6) guidelines for what parents can do at home to facilitate learning; and (7) parents' role in the school/home partnership. Appendices contain the text of relevant sections of the Jacob K. Javits Gifted and Talented Students Education Act of 1988, a description of a federal grant to improve talented/gifted education in Oregon, a six-item bibliography, and a list of 16 recommended readings. (JDD)

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Oregon Handbook

for Parents of Talented and Gifted Children

1990

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Oregon Handbook
for
Parents of Talented and Gifted Children

Fall 1990

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Oregon Department of Education
Salem, Oregon 97310-0290

This document was developed under contract with the
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Authored by Barbara McDonald.

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Introduction

The 1987 Oregon Legislature passed the **Oregon Talented and Gifted Education Act** assuring identification and programs and services for talented and gifted children in Oregon by the 1991-92 school year. In 1988 the United States Congress approved and funded the **Jacob K. Javits Talented and Gifted Students Education Act** making competitive grant funds available. A consortium of education agencies and associations, under the direction of the Oregon Department of Education, was awarded a three-year grant for assistance and training for personnel, teachers, administrators and parents statewide. The several components of the grant project work together to promote greater awareness of, and skill in, providing educational opportunities in Oregon. The *Oregon Handbook for Parents of Talented & Gifted Children* is a product supported through this grant project (federal grant #R206A00166).

Purpose of the Oregon Handbook

The Oregon Handbook contains information concerning national and state law for education of talented and gifted students. Further details about the Oregon Talented and Gifted Education Act are interpreted through Oregon Administrative Rules. The OAR clarifies how talented and gifted programs are to be implemented in school districts, and what rights and responsibilities families have under the law.

The Oregon Handbook also responds to parent interests identified in a Needs Assessment completed during the winter and spring of 1990. Each of the sections addresses broad areas identified in the Needs Assessment and contains basic information only. Sources for further study may be found in Appendix C: Recommended Reading.

The Oregon Department of Education and the Oregon Association for Talented and Gifted have produced this handbook to assist you in understanding the needs of gifted children and the important role parents have in their education in the public schools.

PLAYING TAG WITH OREGON'S FUTURE

Educators hope a new law to identify and challenge Oregon's gifted students will keep children interested in school, and subsequently improve the work force.

BY GARY EISLER

A 10-year-old boy in an Oregon coastal community is so intelligent the school can't measure his IQ. The top of the scale used is 165, and they have no idea how far beyond that he is.

What they do know is that he looks, talks, and acts like a 10-year-old, but he thinks like a 20-year-old. As a fourth grader he mastered everything through the eighth grade, and is quite capable of just about anything at the college level.

The child is motivated and wants to get on with his learning. His parents are working to get him into at least some high school programs, where he will face social and emotional adjustments. Otherwise, this boy would be required to do work no more than a year above his chronological age.

"There are several hundred kids that bright in Oregon," according to Robert Siewert, specialist for the gifted program with the State Board of Education. "Statistically, we're talking about the top one-half of 1% that has this ability level."

It has been said that Oregon's most valuable resource is its people. For years, the state's high school students have scored second in the nation on Scholastic Aptitude Tests. Manufacturers locate here because there is an intelligent, competent work force.

Just as the Oregon Legislature has enacted laws to protect and enhance its supply of timber, it has also acted to bolster the state's resource of bright students—and for exactly the same reason. If Oregon's economy is to have a future, the state must have plenty of smart people available to work.

In 1987, the Oregon Legislature enacted the Talented and Gifted (TAG) Education Act, requiring every school district in the state to identify its brightest students and at a minimum to provide them with course work and teaching at their instructional level and to keep them going at their own pace. If a third grader is capable of work at the fifth grade level, for example, parents now have the right to expect that child will be provided material and instruction at that level, and will progress from there at the child's own pace.

This is to be accomplished for the 8% to 12% of students most likely to benefit, or about 45,000 to 50,000 children. They are to be identified in the 1990-91 school year, and the program to be implemented by 1991-92. The Department of Education will encourage schools to go beyond the minimum and provide additional, enriched programs for all Oregon students.

Siewert said many districts already have TAG programs, but it is a new requirement that the pace of learning be adjusted to the student's ability. "We're taking the lid off the children," he said.

"We're not dealing with elitism or special privileges—just a good academic challenge," according to Siewert. "There is nothing elitist about hard work. Few kids are going to be envious of a third grader doing fifth grade homework."

Resistance to the new TAG program comes from Oregon's deep-seated egalitarian attitudes, according to Judie Hammerstad, a candidate for Clackamas

If Oregon's economy is to have a future, the state must have plenty of smart people available to work. A new program for gifted students may help.

County commissioner who as a legislator worked on the TAG law during the 1987 session. "There has been a tradition of leveling students out," she said. "But if the education of the brightest students is aimed at their abilities, it brings up the other children. If you raise the ceiling, you also raise the floor."

Oregon's business community has recognized the need for brighter people in the work force, and is contributing to education for the gifted. Associated Oregon Industries (AOI), for example, in December launched the Task Force on Educational Excellence that seeks to recognize excellent teachers, administrators, and schools. According to Gary Carlson, vice president of AOI, the first awards will be made next year, funded with a $50,000 grant directed from Pay Less Drug Stores Northwest by its president, Ron Schiff.

Many in industry are participating as teachers in Saturday Academy, according to Gail Whitney, director of the program. The academy offers classes for up to 500 students per year in everything from paleontology to electron microscopes. "It's a way for professionals to share their personal interests," she said. Saturday Academy courses are offered in Portland, Coos Bay, Bend, Pendleton, Eugene, Corvallis, and Salem.

The Business-Education Compact has set up more than 80 partnerships between schools and busi-

nesses in Washington County. Among their activities are an assistantship program. That program puts teachers in companies for work experience that can be shared in the classroom.

Multiple Talents Needed

Although the Bush administration has called for more learning of science and mathematics, and talented and gifted programs promise to improve attitudes toward work, it will take more than mere knowledge and a good attitude to compete successfully against Japan and Germany.

"The business community sees a real need for multi-functional people possessing excellent interpersonal and communication skills," observed the business panel that took part in the 1988 "Educating Able Learners: Programs and Promising Practices" study sponsored by the Oregon Department of Education.

In short, Oregon's business community wants employees who can operate at a higher level of intelligence. And well they should. More intelligent workers are more productive, and more productive workers can make businesses more profitable, and therefore more competitive.

R.J. Herrnstein, writing in the May 1989 *Atlantic Monthly*, "IQ and Falling Birth Rates," said "variations in intelligence, as measured by IQ and IQ-like tests...predict job productivity to an extraordinary degree." He said intelligence itself can account for "about 25% of the variation in worker productivity."

He observed that "intelligence tests predict performance (as measured by on-the-job trainability, objective measures of job proficiency, or supervisor ratings) in hundreds of common occupations."

Herrnstein cited one study that compared intelligence test scores with 10 other possible predictors of productivity, and intelligence emerged as most important. Age made no difference, but the factors least likely to make a difference were academic achievement and education.

"Educational levels may be a better predictor than intelligence of occupational attainment in the United States, as many studies have shown. But for occupational performance, intelligence is the better predictor by far," Herrnstein said. In other words, the person with a good degree may wind up with a better job, but the person with higher intelligence will do better.

Producing more intelligent graduates seems like an impossible task for schools, since much of native intelligence is inherited. However, there is more room for improvement than had been thought.

"The newer research in behavioral genetics suggests that heredity accounts for approximately 50% of the individual differences found in IQ. Older data indicated that 70% or more of intelligence was traceable to heredity," writes Linda Kreger Silverman in "The Second Child Syndrome" in the October 1988 *Mensa Bulletin*.

It's in that window for improvement that Oregon's schools have an opportunity. "The data suggest...that schools could be improved so as to develop the very intellectual skills that are so predictive of productivity..." writes Herrnstein. "Even the most confirmed believer in the genetic factor in intelligence knows that the environment contributes significantly. Most such believers would probably also agree that schools can play a major role in developing intelligence. For schools to do so would take new knowledge about cognitive development and a redirection of how they go about their business."

Oregon needs more intelligent workers, but there are barriers to producing them—both within the school system and in society at large. The need for more intelligent workers calls for " a shift in thinking and attitudes on the part of school boards and administrators," according to the report, "Growing Our Own Talent for Oregon," issued by the Oregon Department of Education after the conference between educators and business leaders on educating able learners.

The drop-out rate for gifted students is 25%. "I know a kid who is disinterested in school, but is building a rocket ship. Where can that kind of kid get approval?"

Hammerstad observed that developing an individual program for each child "is not easy. The easy thing is to sit them in rows. If you're only interested in leveling them out, where are you? School districts have found that setting up barriers to students so they will stay with age peers is the most efficient way of dealing with a problem that, if ignored, will go away."

The study recommends that entrance requirements to the TAG program be kept flexible to avoid arbitrary cutoffs. The definitions of intelligence will have to be broadened. When and where school happens will have to be redefined, and the criteria for teachers evaluated to involve those most capable, with less concern for academic credentials.

Money A Problem

Cost is one reason schools have not instituted such programs on their own. The Legislature required the

program of local districts without setting aside funds to pay for it. One estimate holds that implementing the TAG mandate will take $325 per student away from general programs. The state is so far willing to put up $6.7 million, or $50 per student affected, according to Siewert. "The down side is that it is another mandate for the Legislature that will cost money," AOI's Carlson said.

Hammerstad has found that many people resent help for gifted children. "Gifted students traditionally have been viewed as those who learn quickly, easily, and make it on their own," she said. And yet, the drop-out rate for gifted students is 25%—the same as for the general population.

A gifted child held back to age group level is likely to become bored or will develop the attitude that school and life are easy. "We must recognize that gifted students' educational needs may be different from other students and provide them with options necessary for success. I know a kid who is disinterested in school, but is building a rocket ship. Where can that kind of kid get approval?" she asked.

Both Hammerstad and Siewert compared investing in bright kids with the investment in other target groups. "There is the feeling that 'my child isn't benefitting from educating the gifted, so why should I pay?' And yet, we all pay for athletics, special education, and English as a second language," Hammerstad said.

"It has been extraordinarily profitable for society to concentrate on the needs of kids with disabilities," Siewert said. "Educating them has made them part of society—useful, profitable members of the work force. They pay taxes, participate and contribute to the GNP."

Siewert observed, however, that investment in the mentally handicapped is "a cost-recovery program. We are saving money we would spend later in welfare and maintenance. We're making them less dependent on society later." An investment at the other end of the scale, however, "will yield a disproportionately large harvest," he said.

Hammerstad said, "We shouldn't hold kids back in any area. We're trying to open doors, not close them. We all want to do worthwhile work, and if we give that to children while they are young we can build that attitude. We should provide education for kids most capable of consuming it who can contribute to society in remarkable ways. The TAG program addresses the education of children who have the potential to benefit us all."

Oregon Business, May 1990. Reprinted with permission of *Oregon Business* and the author. Gary Eisler is a freelance writer.

Oregon Law

The following pages contain information about laws in Oregon that pertain to the education of talented and gifted children. The Oregon Talented and Gifted Education Act, ORS 343.391-343.413, was passed by the 1987 Legislature and signed into law by the governor. The full text of the statute is included.

The agency responsible for administering the law is required by statute to develop and adopt rules using the public hearing process. Oregon Administrative Rule 541-22-403 was developed by the Department of Education and adopted by the State Board of Education. Oregon Administrative Rules carry the weight of the law. With regard to enforcement, rules are the same as statutes.

There is nothing more
unequal than equal
treatment of unequal people.

Thomas Jefferson

WHAT DOES THE LAW SAY?

TALENTED AND GIFTED CHILDREN

343.391 Purpose of ORS 343.391 to 343.413. The purpose of ORS 343.391 to 343.413 is to facilitate the identification and education of talented and gifted children. [1959 c.528 §1; 1963 c.570 §21; 1971 c.613 §1; 1979 c.385 §1]

343.393 [1959 c.528 §11; repealed by 1961 c.500 §2]

343.395 Definitions for ORS 343.391 to 343.413. As used in ORS 343.391 to 343.413, unless the context requires otherwise:

(1) "Application" means a request by a school district for state funds to develop and operate programs for students under an approved, written plan as contained in ORS 343.397.

(2) "Board" means the State Board of Education.

(3) "Department" means the Department of Education.

(4) "Identification" means the formal process of screening and selecting talented and gifted children according to administrative rules established by the board.

(5) "School district" has the same meaning as in ORS 330.005 (2) and also includes, where appropriate, an education service district, state operated schools or programs or a consortium of school districts submitting a joint plan.

(6) "Superintendent" means the Superintendent of Public Instruction.

(7) "Talented and gifted children" means those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential in one or more of the following areas:

(a) General intellectual ability as commonly measured by measures of intelligence and aptitude.

(b) Unusual academic ability in one or more academic areas.

(c) Creative ability in using original or nontraditional methods in thinking and producing.

(d) Leadership ability in motivating the performance of others either in educational or non-educational settings.

(e) Ability in the visual or performing arts, such as dance, music or art. [1959 c.528 §2; 1963 c.570 §22; 1965 c.100 §409; 1971 c.613 §2; 1979 c.385 §2; 1987 c.335 §1]

343.396 Nature of programs. It is legislative policy that, when talented and gifted programs are offered, the programs should be provided by common or union high school districts, combinations of such districts or education service districts, in accordance with ORS 334.175, and that the state will provide financial and technical support to the districts to implement the education programs within the limits of available funds. [1979 c.385 §8; 1981 c.833 §2]

Note: 343.396 was enacted into law by the Legislative Assembly but was not added to or made a part of ORS chapter 343 or any series therein by legislative action. See preface to Oregon Revised Statutes for further explanation.

343.397 Plan for improvement of instruction or curriculum for talented and gifted children. Any school district may submit to the superintendent for approval a written plan of instruction for talented and gifted children. The plan shall include, but not be limited to:

(1) A statement of school district policy on the education of talented and gifted children;

(2) An assessment of current special programs and services provided by the district for talented and gifted children;

(3) A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved;

(4) A description of the nature of the special programs and services which will be provided to accomplish the goals; and

(5) A plan for evaluating progress on the district plan including each component program and service. [1959 c.528 §§5, 6, 7; 1963 c.570 §23; 1965 c.100 §410; 1971 c.613 §3; 1979 c.385 §3]

343.399 State aid to local districts.

(1) Any school district may apply for state funds for special programs and services for talented and gifted children identified in the district.

(2) The superintendent shall annually establish a dateafter which no further applications shall be received for state funds under this section.

(3) The superintendent shall select applications from among those that comply with ORS 343.391 to 343.413 and rules adopted by the board. Any criteria used by the superintendent to evaluate applications shall include, but not be limited to:

(a) A statement of the school district's present level of special educational programs and services for the talented and gifted and how the special educational programs and services contained in the application conform with the school district's written plan.

(b) Identification procedures that comply with rules adopted by the board.

(c) A detailed budget for the program expenditures.

(d) A description of the individual student assessment and evaluative procedures and tools.

(e) A justification of special educational services and programs for identified talented and gifted students in terms of the student assessment and evaluation.

(f) An evaluation design which meets standards set forth by the department. [1959 c.528 §8; 1963 c.570 §24; 1965 c.100 §411; 1971 c.613 §4; 1979 c.385 §4]

343.401 Use of funds appropriated for ORS 343.391 to 343.413.

(1) The funds specifically appropriated for the program under ORS 343.391 to 343.413 shall be distributed to districts that have approved, written plans and have submitted an application to the superintendent which has been approved.

(2) State funds shall be allocated on an approved program cost basis, the amount of which shall be established by the board annually.

(3) No application shall be approved by the superintendent unless the district agrees to expend district funds for special educational programs for talented and gifted children in an amount equal to or greater than the amount of state funds approved by the superintendent.

(4) The districts shall account for the grant funds as expended for the identified pupils on a form acceptable to the department, as described in rules adopted by the board. [1959 c.528 §9; 1963 c.570 §24a; 1965 c.100 §412; 1971 c.613 §5; 1979 c.385 §5]

343.403 [1959 c.528 §10; 1963 c.570 §25; repealed by 1965 c.100 §456]

343.404 Funding for program development.

(1) The superintendent may annually expend funds appropriated for the talented and gifted program to provide support for the development of talented and gifted education statewide.

(2) These services may include:

(a) Teacher training programs and workshops;

(b) Consultant and technical assistance to districts;

(c) Small grants to and contracts with school districts, education service districts, colleges and universities and private contractors to produce and disseminate curriculum and instruction materials to other school districts; and

(d) Training and assistance for parents of the talented and gifted children in meeting the educational needs of their children.

(3) The amount of funds that may be expended for purposes described in this section shall not exceed 10 percent of the amount appropriated in a biennium for purposes of ORS 343.391 to 343.413 [1971 c.613 §6; 1979 c.385 §6; 1981 c.833 §1; 1987 c.335 §2]

343.405 [1963 c.570 §22a; repealed by 1965 c.100 §456]

343.407 Identification of talented and gifted students. School districts shall identify talented and gifted students enrolled in public schools beginning with the 1990-1991 school year under rules adopted by the State Board of Education. [1987 c.337 §3]

343.409 Talented and gifted programs required; compliance. School districts shall provide educational programs or services to talented and gifted students enrolled in public schools beginning with the 1991-1992 school year under rules adopted by the State Board of Education. Pursuant to criteria specified in rules of the tate board, the state board may authorize extensions beyond July 1, 1992, for complying with the requirement

of this section in cases of financial hardship. [1987 c.337 §4]

343.410 [1955 c.658 §2; 1961 c.541 §1; 1965 c.100 §413; 1971 c.96 §1; repealed by 1975 c.621 §17]

343.413 Short title. ORS 343.407 to 343.413 shall be known as the Oregon Talented and Gifted Education Act. [1987 c.337 §1].

HOW IS THE LAW DEFINED IN THE OREGON ADMINISTRATIVE RULES?

Education of Talented and Gifted

581-22-403

(1) Each school district shall have local district policies and procedures for the identification of talented and gifted students as defined in 343.395(7)(a) & (b). Students shall be identified beginning with the school year 1990-91.

(a) Districts shall collect behavioral, learning and/or performance information and include the information in all procedures for the identification of students.

(b) In addition to meeting the requirements of (1)(a), school districts shall use the following criteria for identifying the intellectually gifted and the academically talented:

(A) Intellectually gifted students shall score at or above the 97th percentile on a nationally standardized test of mental ability;

(B) Academically talented students shall score at or above the 97th percentile on one or more tests of academic achievement in a nationally standardized test battery. The tests in the battery used for the purposes of identification shall be limited to reading and mathematics.

(c) Despite their failure to qualify under (1)(b)(A) or (B), districts, by local policies and procedures, may identify students who demonstrate the potential to perform at the 97th percentile.

(d) Districts may identify additional students who are talented and gifted as defined in 343.395(7)(c), (d), and (e) as determined by local district policies and procedures.

(2) Identified students shall be served beginning with the school year 1991-92. Each school district shall have a written plan for programs and services, and all required written course statements shall identify the academic instructional programs and services which shall be provided. The instruction provided identified students shall address their assessed levels of learning and accelerated rates of learning.

(3) In carrying out the requirements of this rule, the school district shall inform parents of the identification of the child and the programs or services available. The district shall also provide an opportunity for the parents to participate in selecting the programs and services for their child.

(4) Districts may request an extension of time for implementing the programs and services required in Section 2 of this rule. Extensions may not be requested for purposes of student identification, as set forth in Section 1 of this rule.

(a) District requests for an extension for reasons of financial hardship shall be permitted and shall be submitted to the State Superintendent on forms provided by the Department of Education. Such requests shall be submitted between December 1 and July 1 of the year preceding the school year for which the extension is requested. All requests shall address the following factors but shall not be limited to them:

(A) The district's necessity to reduce programs and/or personnel for the school year beginning on July 1, 1990 in order to maintain required educational programs;

(B) The district's tax rate, audited per pupil expenditure and assessed value per pupil for the prior three years as compared to the state average of districts of like size and type for each of these factors;

(C) The district's unemployment rate in the prior three fiscal years, compared to the county/metropolitan service area average, as reported by the State of Oregon Employment Division; and

(D) The district's percentage of students participating in the free and reduced-fee school lunch programs during the prior three years as compared to the state average.

(b) The State Superintendent shall recommend action to the State Board of Education based on the data submitted by the requesting district.

(c) The State Board of Education may, upon review of the Superintendent's recommendations and data submitted by requesting districts, grant an extension of one year for reasons of financial hardship.

Stat. Auth.: ORS 343.407 and 343.409
Hist.: EB 15-1989, f. & ef. 4-19-89

What should parents look for?

OAR 581-22-403 is part of the School Standards section of the Rules. It says that students shall be identified beginning with the 1990-91 school year and students shall receive programs or services beginning with the 1991-92 school year. Some school districts already identify students and provide programs and services. Most school districts will need to make some adjustments to comply with the law, some will need to create new programs.

BY THE END OF 1990-91 means the end of the school year. The school year ends at the end of the fiscal year, June 30.

- Has your school board adopted a policy for identifying TAG students? School policies are a matter of public record. If you would like to see the policy, request it from your school district. Policies are very general, procedures are more specific and will be included in the district administrative or operational materials.

- Does your school district have written procedures describing collection and use of materials for identifying TAG students? Your TAG coordinator or school principal will be able to describe these procedures to you.

- Has your school district established criteria for identifying intellectually gifted students, including a score =>97th percentile on a nationally standardized mental ability test?

- Has your school district established criteria for identifying academically talented students, including a score =>97th percentile on a nationally standardized academic achievement test in reading or math?

- (OPTIONAL) If your school district uses alternative methods of identifying students, the procedures used must be in the written plan.

- (OPTIONAL) If your school district identifies students in other areas of giftedness, there must be written procedures for the identification.

BEGINNING IN 1991 means the 1991-92 school year, which begins at the beginning of the fiscal year, July 1, 1991 and ends June 30, 1992.

- Does your school district have a written plan of services and programs for TAG students?

- Does your school district have academic services and programs identified to carry out the TAG plan?

- Are identified TAG students receiving services and programs (once classes are in session)?

- Do the academic services and programs provide TAG instruction at the appropriate grade level and rapid pace of student learning?
- Have parents been notified of children's eligibility for TAG programs and services?
- Has the school district provided the opportunity for parents to participate in the selection of a child's TAG program or services?

Other OAR's that also apply

The Oregon Talented and Gifted Education Act does not exist in isolation. Other laws and rules also apply, some of them directly. We have reprinted three other rules and have listed other laws and rules that you may wish to familiarize yourself with. Copies of these laws and rules may be obtained from the Oregon Department of Education, Publications Department, 700 Pringle Parkway SE, Salem, OR 97310-0290. On the following pages you will find rules regarding student testing, discrimination, and appeals and complaints. Others which might be of interest follow:

Student Records: There are seven (7) Oregon Revised Statutes and three (3) Oregon Administrative Rules which govern the maintenance and confidentiality of student records. Federal law regarding protection of rights and privacy of parents and students applies, as does the federal rule on education records.

Counseling and Guidance: OAR 581-22-702

Auxiliary Services: OAR 581-22-720

Limitation on Administration and Utilization of Tests in Public Schools

581-21-030

(1) Tests shall be considered as instruments that are means to assist decision-making on the part of parents, the public, school boards and the professional staff, rather than ends unto themselves. Tests may be used as follows in addition to other uses specified in local policies:

(a) To assist in making decisions about the effectiveness of school programs.

(b) To assist in determining the attainment of specified educational outcomes.

(c) To provide information to the students about themselves, to parents, and to the school staff which may assist them in making programmatic decisions of benefit to the student.

(2) Tests of intelligence, ability, achievement or aptitude shall not be used as sole criterion for placement of students in educational groups or tracks:

(a) Before administering individual intelligence tests (as opposed to group intelligence tests) and all tests of personality to children in public schools, districts shall inform parents as to the purpose of testing; and the parents' written permission shall be obtained. In homes where the predominant language spoken is not English, the communications on the purpose of

testing should be in the language spoken in the home.

(b) When a school district believes it is not feasible to comply with subsection (2)(a) of this rule, it may petition the Department of Education for a waiver in accordance with the procedure contained in the State Standards for Oregon Public Schools.

Stat. Auth.: ORS Ch. 326 & 336
Hist.: 1EB 141, f. 10-5-72, ef. 10-15-72; 1EB 173, f. 7-1-74, ef. 9-1-74; 1EB 226, f. & ef. 6-4-76; 1EB 16-1982, f. 8-4-82, ef. 8-5-82

Discrimination Prohibited

581-21-045

(1) Discrimination Defined:

(a) "Discrimination" means any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on age, handicap, national origin, race, marital status, religion or sex.

(b) The words "District, School District" include all common land union high school districts and educational service districts and all educational agencies, programs, and services under the jurisdiction of the State Board of Education, except community college districts.

(2) "General Prohibition of Discrimination": No person in Oregon shall be subjected to discrimination in any public elementary or secondary school, educational program or service, or interschool activity where the program, service, school, or activity is financed in whole or part by monies appropriated by the Legislative Assembly.

(3) "Specific Prohibitions": In providing programs or services to students, a school district shall not, on a discriminatory basis as defined in subsection (1)(a) of this rule:

(a) Treat one person differently from another in determining whether such person satisfies any requirement of condition for the provision of such aid, benefit, or service;

(b) Provide different aid, benefits, or services; or provide aids, benefits, or services in a different manner;

(c) Deny any person such aid, benefit, or service;

(d) Subject any person to separate or different rules of behavior, sanctions, or other treatment;

(e) Aid or perpetuate discrimination by joining or remaining a member of any agency or organization which discriminates in providing any aid, benefit, or service to students or employees;

(f) Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

(4) "Exceptions": These rules shall not affect attendance boundaries, limit placement of students in programs of desegregation, nor supersede any specific statutory requirement for any educational program.

Stat. Auth.: ORS Ch. 326 & 659
Hist.: 1EB 252, f. & ef. 9-30-76; 1EB11-1984, f. & ef. 4-17-84

Elementary Curriculum

581-22-420

The school district shall:

(1) Instruct all students in kindergarten in a planned program that emphasizes the physical, social, emotional and cognitive development of young children.

(2) Instruct all students in grades K/1 through 6 leading to the achievement of common curriculum goals expected of all Oregon students as adopted by the State Board of Education in the areas of art, health education, language arts (including reading and writing), mathematics, music, physical education, science, and social studies (including geography and history).

(3) Instruct all students in grades 7 and 8 leading to achievement of common curriculum goals expected of all Oregon students as adopted by the State Board of Education in the areas of health education, language arts (including reading and writing), mathematics, physical education, science, and social studies (including geography and history).

(4) Provide elective classes available for instruction in the fine and/or applied arts in at least grade 7 or 8.

(5) Instruct all students in grades K through 8 in a planned program that shall provide them with the knowledge and skills necessary for successful progress in high school.

Stat. Auth.: ORS 326.011 & 326.051
Hist.: 1EB 19-1980, f. 6-17-80, ef. 7-1-80; 1EB 4-1986, f. 1-23-86, ef. 2-1-86; EB 3-1989, f. & ef. 1-23-89

High School Curriculum

581-22-425

(1) The school district shall provide instructional opportunities which enable students:

(a) To acquire knowledge and skills consistent with the Common Curriculum Goals adopted by the State Board of Education; and

(b) To meet state requirements for graduation.

(2) The school district shall provide students with elective educational opportunities in applied arts, fine arts, foreign language and vocational education, sufficient to meet graduation requirements.

Stat. Auth.: ORS Ch. 326
Hist.: 1EB 19-1980, f. 6-17-80, ef. 7-1-80; 1EB 4-1986, f. 1-23-86, ef. 2-1-86

Individual Student

581-22-602

To ensure each student's educational success in school, school districts shall pay constant attention to individual student progress. Each district shall:

(1) Record and maintain records of test results, class room work, grades, attendance, behavior and other evaluative information for identifying each student's educational progress and needs, related to:

(a) Attainment of the Essential Learning Skills adopted by the State Board of Education;

(b) Attainment of the Common Knowledge and Skills in instructional programs adopted by the State Board of Education;

(c) General educational progress in personal, social and career development; and

(d) Completion of graduation requirements.

(2) Adapt instruction and curriculum when the needs, interests and learning styles of each student indicate an adaptation is needed; and

(3) Report educational progress to parents and students at least annually on:

(a) Attainment of the Essential Learning Skills, and the Common Knowledge and Skills adopted by the State Board of Education;

(b) Achievement toward the fulfillment of graduation requirements, if appropriate; and

(c) General educational progress in personal, social and career development.

Stat. Auth.: ORS Ch. 326
Hist.: 1EB 19-1980, f. 6-17-80, ef. 9-1-82; 1EB 21-1986, f. & ef. 7-2-86

Appeals and Complaints

581-22-805

(1) Each school district shall implement a procedure for the prompt resolution of complaints alleging violations of standards. Any complainant who resides in a school district or any parent or guardian of children attending school in the district may, after exhausting local procedures or 45 or more days after filing a written complaint alleging violation of standards with the school district (whichever occurs first), direct an appeal to the State Superintendent of Public Instruction. The appeal shall be in writing and shall contain:

(a) The name and address of the person bringing the appeal, and the district in which that person resides;

(b) The name and address of the district which is alleged to have violated standards; and

(c) A brief statement indicating how the district is alleged to have violated standards.

(2) Upon receipt of the appeal:

(a) The State Superintendent shall give notice of the appeal by sending a copy of the appeal, via certified mail, to the school district. Within 30

days of receipt of notice, the district shall file a written report with the State Superintendent which shall include:

(A) A statement of facts,

(B) A statement of action, if any, taken in response to the complaint, or, if none was taken, the reason(s) therefore,

(C) A stipulation, if one was reached, of the settlement of the complaint, and

(D) A list of any complaints filed with another agency by the party, concerning the subject of the appeal.

(b) The State Superintendent may for good cause extend the time for the filing of a report by the district.

(3) Upon receipt of the report, the State Superintendent shall review the appeal and report and determine whether a violation of standards has been properly alleged, and that the requirements contained in sections (1) and (2) of this rule have been satisfied. After this determination, the State Superintendent may dismiss the appeal or may notify all parties that the appeal has been accepted.

(4) If the appeal is accepted, the State Superintendent shall take such action as is deemed appropriate, including but not limited to:

(a) Appointing a conciliator to meet with the parties to work toward a settlement. If no settlement is reached within 45 days, the State Superintendent may schedule a contested case hearing as provided in ORS 183.410 to 183.470 or allow additional time for conciliation.

(b) Scheduling a visit to the district to determine whether the district is in compliance with standards; or

(c) Appointing a fact-finder to conduct an investigation and file a written report which shall indicate whether the fact-finder believes the allegations in the appeal are supported by fact.

(5) At any time during an appeal the parties may agree to settle the matter(s) of issue. The party bringing the appeal may at any time file a written request that the appeal be withdrawn. When such a request is received the State Superintendent shall terminate all further action regarding the appeal.

(6) After a final review the State Superintendent may find the district deficient pursuant to ORS 327.103.

Stat. Auth.: ORS Ch. 326
Hist.: 1EB 19-1980, f. 6-17-80, ef. 7-1-80

Comments: OAR 581-22-805 permits the public to bring alleged deficiencies to the attention of the State Superintendent after the complaint has been submitted to the school district in writing. The State Superintendent will not proceed with an investigation until it has been determined that the local district board has had an opportunity to respond. It is the State Board's intent that most disputes will be resolved through the conciliation process.

Complaints may be based on either procedure or content. School district policies and procedures are a matter of public record. These must be in place on the schedule specified in the standard and are open to the public.

When Should Parents Appeal?

The appeals and complaints rule (OAR 581-22-805) applies to violations of school standards. The practice in Oregon is that the school standards team visits each school district every seven (7) years, unless there is sufficient reason to investigate an alleged violation. If parents wish to make a "standards" complaint against a school district because of TAG identification or programs and services, it must be because of a violation of OAR 581-22-403.

We are reminded in a comment in the School Standards document* that, "It is the State Board's intent that most disputes will be resolved through the conciliation process."

WHAT KINDS OF OCCURRENCES VIOLATE THE STANDARD?

As of June 30, 1991:

School districts without board policy and written procedures regarding talented and gifted students.

School districts which do not have written procedures for identifying intellectually gifted and academically talented students.

School districts which do not identify talented and gifted students according to their policies and procedures.

School districts failing to notify parents of the identification of their child as talented and gifted.

As of July 1, 1991:

School districts without a written plan for the provision of programs and services to talented and gifted students.

School districts failing to give parents an opportunity to participate in the selection of programs and services for their child.

School districts that fail to provide instruction at the assessed level and rate of learning in all academic subject areas.

A POSSIBLE SCENARIO:

In the following situation, the parent would have a complaint only if the planned instruction was not provided at the student's level or rate of learning or if the prescribed procedures were not followed. Note the steps the district has taken.

*Elementary-Secondary Guide for Oregon Schools, Salem: Oregon Department of Education, 1980, p. 24.

School District X has written policies and procedures for talented and gifted education. The district has gone through its procedure for testing students for both academic and intellectual giftedness, and has collected other data from teachers and parents, including permission to test if it was needed. They have selected students and notified parents that their children have been identified as talented and gifted.

Students are identified. Now the school district will assess each student to determine what programs and services are needed. School districts will have different options available but all must provide instruction at the appropriate level and rate of learning.

> For example, if a third grade student is reading at the sixth grade level, the student's instruction in reading must be at the sixth grade level. The school district has several options:
>
> > Send the student to the sixth grade classroom for reading instruction.
> >
> > Send the student to a multi-age reading group where the instruction is at the sixth grade level within the third grade classroom.
> >
> > Develop an individual plan for the student so that the material and the instruction are at the sixth grade level.
>
> In considering each of these options, the school district must also take into consideration the student's rate of learning. Instruction must be modified to accommodate the pace at which the child learns in order to ensure continued growth.
>
> The assessment may show that this same student is at grade level in math, and two years beyond grade level in other academic subjects. Instruction will need to be adjusted in the subjects where the student is above grade level, and appropriate instruction is not already provided in the regular class.
>
> Now the school district will notify the parents that they are ready to select a program for this student and invite the parents to participate. There may be only a single option offered for a particular academic subject area, or there may be a variety of options for providing the services this child needs. As a parent, you are guaranteed participation in the selection of programs and services for your child. You are not guaranteed the final word. The school has an obligation to make what it considers the best choices for a student.

HOW DO YOU FILE A COMPLAINT?

The complaint procedure must always begin at the local district and often at the local school. Most problems will be solved at the local level. Begin with the person directly responsible for the problem, whether it is a teacher, TAG teacher, coordinator, or principal. If several people are needed

to solve the problem, ask the principal to convene the group. Resolution of a problem informally or through some form of mediation is always the best solution. Parents are advised to keep their own records regarding conversations and meetings, including dates and names of the individuals involved.

If a problem cannot be solved at the building level, write a letter to your school district superintendent with copies to the Board of Education and the principal. If you think the problem involves a violation of the standard, MARK YOUR CALENDAR. The school district is obliged to answer the complaint without undue delay. If you exhaust the local complaint process or there is no resolution after 45 days, then follow the steps outlined in OAR 581-22-805.

The appeal should be addressed to the State Superintendent of Public Instruction, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290. It should contain:

- Your name, address, and school district
- The name and address of the school district named in the complaint
- A brief statement telling how you believe the district violated the standard.

The State Superintendent will notify the school district of the appeal and give the district 30 days to file a written report in response. After the report has been received, the Superintendent will decide whether to accept or dismiss the appeal.

If the appeal is accepted, the State Superintendent has several options, which are detailed in the OAR. These options include: appointing a conciliator, scheduling a visit to the district, or appointing a fact-finder to conduct an investigation.

The Talented & Gifted Child

Who are the gifted? As a parent of a gifted child, you have your own ideas about the answer to this question. There is a definition in federal law; there are rules for identification in Oregon law; there are books on the subject of what eminent adults were like as children. There are many, many lists of characteristics of gifted children. Several different examples appear on the following pages. Needless to say, no child could possibly possess all the attributes on these lists. Most gifted children exhibit some of them. You will recognize your own child as you read.

You will probably also recognize characteristics from this list when you fill out the parent referral form for your school district. Do fill it out. Even if you know the teacher filled one out and you already know how your child will perform on tests, do fill it out. The anecdotal information you can give about your child will provide the school a more complete picture of your child as a learner. Some of the behaviors you see at home are not apparent in a school setting.

With over two billion people on this globe,
even if you are "one in a million,"
there are still 2000 of you.

Author Unknown

BRIGHT CHILD	GIFTED LEARNER
Knows the answers.	Asks the questions.
Is interested.	Is highly curious.
Is attentive.	Is mentally and physically involved.
Has good ideas.	Has wild, silly ideas.
Works hard.	Plays around, yet tests well.
Answers the questions.	Discusses in detail, elaborates.
Top group.	Beyond the group.
Listens with interest.	Shows strong feelings and opinions.
Learns with ease.	Already knows.
6-8 repetitions for mastery.	1-2 repetitions for mastery.
Understands ideas.	Constructs abstractions.
Enjoys peers.	Prefers adults.
Grasps the meaning.	Draws inferences.
Completes assignments.	Initiates projects.
Is receptive.	Is intense.
Copies accurately.	Creates a new design.
Enjoys school.	Enjoys learning.
Absorbs information.	Manipulates information.
Technician.	Inventor.
Good memorizer.	Good guesser.
Enjoys straightforward, sequential presentation.	Thrives on complexity.
Is alert.	Is keenly observant.
Is pleased with own learning.	Is highly self-critical.

by Janice Szabo from "Challenge," 1989, Good Apple, Inc. Reprinted with permission.

General Behavioral Characteristics of Intellectually Gifted Children

Many typically learn to read earlier with a better comprehension of the nuances of the language. As many as half of the gifted and talented population have learned to read before entering school. They often read widely, quickly, and intensely and have large vocabularies.

They commonly learn basic skills better, more quickly, and with less practice.

They are better able to construct and handle abstractions than their age mates.

They are frequently able to pick up and interpret non-verbal cues and can draw inferences which other children have to have spelled out for them.

They take less for granted, seeking the "hows" and "whys."

They display a better ability to work independently at an earlier age and for longer periods of time than other children.

They can sustain longer periods of concentration and attention.

Their interests are often both wildly eclectic and intensely focused.

They frequently have seemingly boundless energy, which sometimes leads to a misdiagnosis of "hyperactive."

They are usually able to respond and relate well to parents, teachers, and other adults. They may prefer the company of older children and adults to that of their peers.

They are willing to examine the unusual and are highly inquisitive.

Their behavior is often well organized, goal directed, and efficient with respect to tasks and problems.

They exhibit an intrinsic motivation to learn, find out, or explore and are often very persistent. "I'd rather do it myself" is a common attitude.

They enjoy learning new things and new ways of doing things.

They have a longer attention and concentration span than their peers.

Learning Characteristics

They may show keen powers of observation, exhibit a sense of the significant, and have an eye for important details.

They may read a great deal on their own, preferring books and magazines written for youngsters older than themselves.

They often take great pleasure in intellectual activity.

They have well developed powers of abstraction, conceptualization and synthesizing abilities.

They generally have rapid insight into cause-effect relationships.

They often display a questioning attitude and seek information for the sake of having it as much as for its instrumental value.

They are often skeptical, critical, and evaluative. They are quick to spot inconsistencies.

They often have a large storehouse of information regarding a variety of topics which they can recall quickly.

They show a ready grasp of underlying principles and can often make valid generalizations about events, people, or objects.

They readily perceive similarities, differences, and anomalies.

They often attack complicated material by separating it into its components and analyzing it systematically.

Creative Characteristics

They are *fluent* thinkers, able to produce a large quantity of possibilities, consequences, or related ideas.

They are *flexible* thinkers, able to use many different alternatives and approaches to problem solving.

They are *original* thinkers, seeking new, unusual, or unconventional associations and combinations among items of information. They also have an ability to see relationships among seemingly unrelated objects, ideas, or facts.

They are *elaborative* thinkers, producing new steps, ideas, responses, or other embellishments to a basic idea, situation, or problem.

They show a willingness to entertain complexity and seem to thrive in problem situations.

They are good guessers and can construct hypotheses or "what if" questions readily.

They often are aware of their own impulsiveness and the irrationality within themselves and show emotional sensitivity.

They have a high level of curiosity about objects, ideas, situations, or events.

They often display intellectual playfulness, fantasize, and imagine readily.

They can be less intellectually inhibited than their peers in expressing opinions and ideas and often exhibit spirited disagreement.

They have a sensitivity to beauty and are attracted to aesthetic dimensions.

---

from ERIC Digest, revised by J. R. Whitmore, The Association for the Gifted, a division of The Council for Exceptional Children

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The Renzulli-Hartman Scale has been widely used in TAG programs. It lists characteristics of "superior students." Since most of the eight learning characteristics on the Renzulli scale are imbedded in the comprehensive list on the previous pages, we include here only those traits referred to on this scale as motivational.

Motivational Characteristics

1. Become absorbed and truly involved in certain topics or problems; are persistent in seeking task completion. (It is sometimes difficult to get them to move on to another topic.)

2. Are easily bored with routine tasks.

3. Need little external motivation to follow through in work that initially excites them.

4. Strive toward perfection; are self critical; are not easily satisfied with their own speed or products.

5. Prefer to work independently; require little direction from teachers.

6. Are interested in many "adult" problems such as religion, politics, sex, race—more than usual for age level.

7. Often are self assertive (sometimes even aggressive); stubborn in their beliefs.

8. Like to organize and bring structure to things, people, and situations.

9. Are quite concerned with right and wrong, good and bad; often evaluate and pass judgment on events, people, and things.

Linda Silverman's Characteristics of the Gifted*

1. Gifted children are usually developmentally advanced. They learn to walk, talk, read, write, etc. earlier than others.
2. They often have unique learning styles, grasping ideas all at once rather than step-by-step.
3. They also learn at a faster pace. They solve problems rapidly.
4. They have unusually good memories.
5. They tend to have a high degree of energy, and sometimes have less need for sleep than their parents.
6. They have vivid imaginations, and may have imaginary companions.
7. They are very curious and tend to ask complex questions.
8. They also give complicated answers. Their detailed explanations show greater depth of understanding of topics than their age-mates.
9. They are quick to recognize relationships, even relationships that others don't see.
10. They organize information in new ways, creating new perspectives; they often see many solutions to a problem.
11. They often see ambiguity in what appears to be "factual" information.
12. They have large vocabularies and tend to express themselves well.
13. They have a great sense of humor, sophisticated for their age.
14. They usually have a wide range of interests.
15. They have a long attention span and are usually perseverant in their areas of interest.
16. Their thinking is more abstract than their classmates', involving what could be instead of what is.
17. They are highly sensitive and tend to be compassionate toward others.
18. They are often perfectionists (except with their bedrooms!) They can become very upset if things don't turn out as they had hoped.
19. At times they seem mature for their age, and may prefer the company of older children and adults.
20. They may be leaders or loners, preferring to watch others before joining in an activity. Both types are equally valuable.
21. They may be avid readers or great mathematicians, but they are not necessarily gifted in all areas.

---

*Revised December 10, 1985
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Linda Kreger Silverman, Ph.D. is Director of the Gifted Child Development Center, Denver, CO.

How do Oregon school districts identify the gifted?

Identification

School districts in Oregon are required to test all students at grades three, five, eight, and eleven, and standardized achievement tests are given routinely in elementary grades. Some school districts report the scores to parents during parent-teacher conferences. School districts will use the information gathered from these tests, along with other data to identify students who qualify as academically talented.

In most cases, a group mental abilities test or aptitude test, rather than individual intelligence tests, will be used for the nationally standardized test to identify those who qualify as intellectually gifted. Teacher and parent referrals will also be sought for this group. Parental permission is required only if the test is to be individually administered to a child.

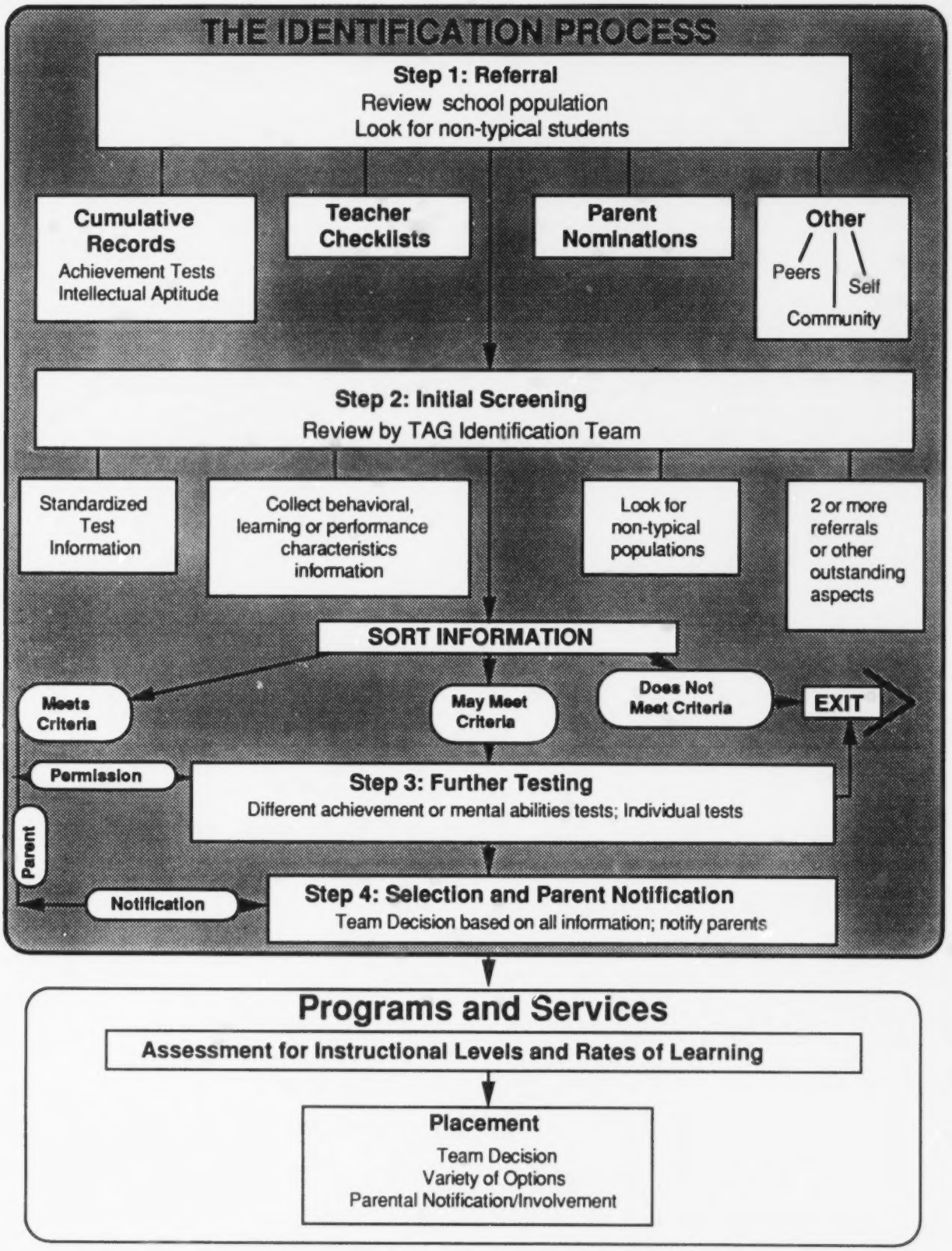
Once a child has been identified as either intellectually gifted or academically talented, the child is eligible to receive TAG programs and services. If a child has qualified as academically talented, the only reason for a mental abilities test is as corroborating data. Since there is a high correleation between achievement and aptitude, school districts may opt to do no further testing for identification purposes on students who are eligible in the academic category. This data is the easiest to gather and, therefore, the most cost efficient for school districts.

The Oregon Department of Education uses the graphic on the following page to demonstrate the recommended steps in the identification process. As you can see, the school looks initially at the student's *cumulative file*, which state law classifies as a "progress record," and which contains information about the child's academic performance. Teachers, parents and others may be asked to nominate students for the initial screening.

Every child is different, and the TAG identification team will consider all the information they have gathered about each child in making their decision. Further testing may be indicated for some students. If individual tests are to be given, parental permission is required. Some information gathered for TAG identification purposes will be placed in a separate file, called a *behavioral record*. There is very limited access to the information in this file to protect the privacy of both students and parents.

Parents will be notified if their child is eligible for TAG programs and sevices. The law requires that parents also be given an opportunity to participate in selecting the programs and services for their child.

On the following pages, you will find a sample of a parent referral form, a glossary of testing terms and information on specific measurement instruments. Parent referral forms may be used early in the identification process as part of the initial screening or as part of the final selection decision. There are many forms in use. The example included here is a comprehensive one.


THE IDENTIFICATION PROCESS
Step 1: Referral
Review school population
Look for non-typical students
Cumulative Records
Achievement Tests
Intellectual Aptitude
Teacher Checklists
Parent Nominations
Other
Peers
Self
Community
Step 2: Initial Screening
Review by TAG Identification Team
Standardized Test Information
Collect behavioral, learning or performance characteristics information
Look for non-typical populations
2 or more referrals or other outstanding aspects
SORT INFORMATION
Meets Criteria
May Meet Criteria
Does Not Meet Criteria
EXIT
Permission
Step 3: Further Testing
Different achievement or mental abilities tests; Individual tests
Parent
Notification
Step 4: Selection and Parent Notification
Team Decision based on all information; notify parents
Programs and Services
Assessment for Instructional Levels and Rates of Learning
Placement
Team Decision
Variety of Options
Parental Notification/Involvement

PARENT REFERRAL FORM - ExCEL PROGRAM

WEST UNION SCHOOL DISTRICT Route 5 Box 230, Hillsboro, Oregon 97124 503/647-5356

Child's Name _____ **School/Grade** _____ **Date** _____

Parent's Name _____ **Daytime Phone** _____

Please check any of the following items which you most closely identify with your child.
Your child, when compared to others of the same age,

____ 1. is exceptionally able to retrieve information from both short and long term memory.
____ 2. exhibits a variety of learning strategies and is able to adapt the learning approach appropriately.
____ 3. is unusually adept at connecting new learning to previously learned material to make it meaningful.
____ 4. exhibits exceptional ability in detecting relationships, similarities and differences.
____ 5. is able to process information quickly.
____ 6. demonstrates a much wider range of vocabulary useage, is more precise in the use of words and uses complex sentence structure.
____ 7. asks questions which are unusual, insightful and/or show relationships to other experiences.
____ 8. uses appropriate and original examples and/or is able to produce unusual analogies to illustrate points.
____ 9. demonstrates a high level of understanding through concise or elaborate words or products; is able to translate verbal information into visual representations (charts, graphs, illustrations).
____ 10. exhibits special skills unusual for age.
____ 11. exhibits innovative use of common materials by adapting or combining them in a new or unusual way.
____ 12. has collections or hobbies that are unusual or are organized in a sophisticated or original manner.
____ 13. a. has the ability to devise or adopt a systematic strategy for solving problems.
____ b. is able to change or adapt the problem solving strategy in some way if the original approach is not working.
____ 14. a. exhibits a wide range of knowledge.
____ b. exhibits a depth of information in one or more specific areas.
____ 15. a. exhibits persistence on topics of interest, often finding it difficult to leave until some closure is reached.
____ b. completes only part of an assignment or project and then takes off in a new direction.
____ 16. becomes absorbed in intellectual tasks and seems highly resistant to distractions when focused on a topic of interest.
____ 17. exhibits intense and purposeful exploratory behavior on topics of interest.
____ 18. exhibits the ability to evaluate his/her own solutions to problems and his/her own performance objectively and realistically.
____ 19. becomes impatient and overly critical if work is not perfect.
____ 20. prefers to work on projects that provide a challenge.
____ 21. exhibits concern about social or political problems unusual for others; is concerned about right and wrong.
____ 22. exhibits a zany sense of humor; enjoys word play and the use of puns.
____ 23. is resistant to the routine drill on repetitive tasks covering information already known, such as math facts, spelling or handwriting.
____ 24. can produce "reasons" which may be elaborate and/or highly creative for not doing things in the way originally presented.
____ 25. likes to organize or bring structure to things and/or people.

What special intellectual and/or academic strengths suggest that your child may need programs or services outside of the regular program? Please elaborate. _____

_____

_____

In which, if any, academic areas does your child's performance seem to be well below his/her ability? Please elaborate.

_____

_____

After completing the rest of the form, please attach any additional information concerning your child that you feel will be helpful. Thank you for your assistance.

PARENT REFERRAL FORM - ExCEL PROGRAM

WEST UNION SCHOOL DISTRICT

Please refer to the checklist already completed and provide brief, specific examples for each of the appropriate behaviors for your child. Your child may exhibit only a few of the 25 behaviors described. You may ask other adults who know this child well to provide examples.

Child's Name _____ School/Grade _____

Your child, when compared to others of the same age,

1. is exceptionally able to retrieve information from both short and long term memory.	7. asks questions which are unusual, insightful and/or show relationships to other experiences.
2. exhibits a variety of learning strategies and is able to adapt the learning approach appropriately.	8. uses appropriate and original examples and/or is able to produce unusual analogies to illustrate points.
3. is unusually adept at connecting new learning to previously learned material to make it meaningful.	9. demonstrates a high level of understanding through concise or elaborate words or products; is able to translate verbal information into visual representations (charts, graphs, illustrations).
4. exhibits exceptional ability in detecting relationships, similarities and differences.	10. exhibits special skills unusual for age. Give examples from school or home.
5. is able to process information quickly.	11. exhibits innovative use of common materials by adapting or combining them in a new or unusual way.
6. demonstrates a much wider range of vocabulary useage, is more precise in the use of words and uses complex sentence structure.	12. has collections or hobbies that are unusual or are organized in a sophisticated or original manner.

Your child, when compared to others of the same age,

13. a. has the ability to devise or adopt a systematic strategy for solving problems. b. is able to change or adapt the problem solving strategy in some way if the original approach is not working.	18. exhibits the ability to evaluate his/her own solutions to problems and his/her own performance objectively and realistically. 19. becomes impatient and overly critical if work is not perfect.
14. a. exhibits a wide range of knowledge. b. exhibits a depth of information in one or more specific areas.	20. prefers to work on projects that provide a challenge. 21. exhibits concern about social or political problems unusual for others; is concerned about right and wrong.
15. a. exhibits persistence on topics of interest, often finding it difficult to leave until some closure is reached. b. completes only part of an assignment or project and then takes off in a new direction.	22. exhibits a zany sense of humor; enjoys word play and the use of puns. 23. is resistant to the routine drill on repetitive tasks covering information already known, such as math facts, spelling or handwriting.
16. becomes absorbed in intellectual tasks and seems highly resistant to distractions when focused on a topic of interest.	24. can produce "reasons" which may be elaborate and/or highly creative for not doing things in the way originally presented.
17. exhibits intense and purposeful exploratory behavior on topics of interest.	25. likes to organize or bring structure to things and/or people.

Information Source: Dr. Elizabeth Hagen, Identification of the Gifted, 1980.
Developed for the West Union School District by Charlene Balzer, ExCEL Coordinator.
Edited by Sandy Howell, TAG Specialist, Washington County ESD. 1990.

Glossary of Technical Terms

Items from a list prepared by Dr. George Shepard, TAG Institute, University of Oregon for the Oregon Department of Education Technical Assistance Paper "Identification"

ACHIEVEMENT TEST:	An instrument designed to assess the outcomes of school instruction in specific subject areas, e.g. written language, reading recognition, reading comprehension, mathematics, etc.
AGE-NORMS:	Indicate how a child at a given age performed on the test. When an individual's score is compared to the scores of same-aged peers, the group of children to whom the child is compared is termed the "normative sample" or "standardization sample."
APTITUDE TEST:	An instrument designed to assess an individual's potential. The potential may be general as is the case with global intelligence measure, or a specific aptitude may be assessed in the determination of potential to succeed in learning algebra.
BEHAVIORAL RECORD:	Student records which include psychological tests, personality evaluations, records of conversations and any written transcript of incidents relating specifically to student behavior.
CEILING:	The upper limit of a test. This is an important consideration in the use of measures with gifted individuals. When a test is referred to as having limited ceiling, it means that there are not enough difficult questions; i.e., it's too easy. The problems fail to discriminate among high ability individuals.
COMPOSITE SCORE:	This is a combined or total score. It may be a total score for all the subtests in the test or it may be a total for a subset of subtests. For instance on an achievement test the composite reading score may be formed by grouping an individual's performance on the reading recognition, phonic decoding and reading comprehension subtests.
CRITERION-REFERENCED TEST:	A test that is organized by content or instructional objectives. A student's performance on a specific group of test items would indicate whether or not the individual has mastered that given skill. Criterion-referenced tests give information on what the student can and cannot do.
GIFTED STUDENTS:	Students who excel or have the potential to excel in ability to think, reason, judge, invent, create, or perform and who need special facilities and services in order to assist them to achieve more nearly their potential for their own sakes as individuals and for the increased contributions they may make to the community, state, and nation.

GRADE-EQUIVALENT SCORE:	A grade equivalent is a score that represents the average performance of students tested in a given month of the school year. A grade-equivalent of 3.2 would represent the typical performance of the national sample of third graders taking the test in the second month of third grade.
GRADE-NORMS:	Indicate how children at a given grade level performed on the test. An individual's score is compared to peers in the same grade placement. This group of peers in the same grade placement is termed the normative sample on the standardization sample.
MEAN:	The arithmetic average or the sum of the observations divided by the number of observations.
PERCENTILE:	An indication of relative standing. A percentile rank of 25 means that the individual scored better than 25 out of 100 persons taking the test. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance.
PROGRESS RECORD:	Student records which include transcripts of grades and courses taken, records of attendance, tests relating specifically to achievement or measurement of ability and records of health.
RAW SCORES:	A raw score is the number of questions a student has answered correctly. Because subtests differ in length, content, and difficulty, raw scores across subtests or test levels cannot be compared directly. A raw score, then, must always be interpreted in relation to the set of questions on which the score was earned. Because of this, raw scores provide limited information about the relative performance of students. If your purpose is to evaluate a student in relation to others or to compare a student's scores across subtests, you should use one or more of the norm-referenced scores.
STANDARD DEVIATION:	A measure of dispersion of scores in a distribution. It indicates how scores are spread out around the mean. The greater the number of scores clustered around the mean, the smaller the standard deviation.
STANDARD ERROR OF MEASUREMENT:	Also denoted by (SEM or SEm). An estimate of accuracy of the test. The standard error of measurement is based on the reliability of the test, i.e., as the reliability of a test increases, the SEM decreases.
STANDARD SCORE:	A derived score used to represent an individual's performance. Standard scores are tied to the normal curve. Standard score is a generic term for several derived scores, e.g.: T-score, z-score, normal curve equivalent, stanine, etc.

STANDARDIZED TEST:	A measure which has (1) prescribed instructions to the examinee, (2) scoring based on a set of predetermined rules, and (3) a normative sample to which an examinee's individual score(s) is (are) compared.
STANINES:	Stanines are scores that range from a low of 1 to a high of 9, with 5 designating average performance. Stanines, like percentile ranks, indicate a student's relative standing in a reference group. However, since stanines do represent approximately equal units of ability, they are particularly useful for comparing a student's scores across subtests in a stanine profile. Because of their equal-interval property (where the difference in ability is the difference between stanines 5 and 7), stanines also make it easy to identify broad performance categories. Stanine scores of 1, 2, and 3 are usually considered below-average; 4, 5, and 6 are generally thought of as average; and 7, 8 and 9 are above average.
TEST-RETEST STABILITY:	The consistency of a test over time. A stable test is one which gives the same score to an individual when the test is taken twice and separated by a time interval.
VALIDITY:	The extent to which the test assesses what it is purported to measure.

Referral and Initial Screening
Summary of Testing Instruments

The primary sources for information concerning tests and other measurement instruments are the books by O.K. Buros, Mental Measurements Yearbook and Tests in Print. Thousands of tests are reviewed in these books. However, in neither index is it possible to find a section on "Tests for the Gifted." This is the first indicator that school districts face a major problem in the identification of gifted students.

At present, those responsible for the identification and selection process must rely on published or informal instruments that only relate to the concept of giftedness. However, such instruments have been found useful in matching a school district's philosophy and definition of giftedness.

The preferred procedure in the referral and initial screening procedures is to use both formal and informal instruments. Formal instruments are those that have been standardized and may be individually or group administered. They are available for measuring both intellectual ability and academic performance.

Informal instruments are usually used for obtaining information concerning behavioral or learning characteristics. These may include the following:

1. Teacher observation checklists
2. Parent checklists
3. Peer group identification
4. Student self-reporting forms

The following annotated descriptions of formal instruments and examples of informal methods are provided to aid school districts in the stage of Referral and Initial Screening in identifying gifted students.

Intelligence Tests

Individual

Stanford-Binet (S-B)
Wechsler (WISC-R)
WISC-R Split Half Short Form
Slosson Intelligence Test (SIT)
Kaufman Assessment Battery for Children (K-ABC)
McCarthy Scales of Children's Abilities (MSCA)

Group

SOI Learning Abilities Test
Otis-Lennon School Ability Test
Test of Cognitive Skills
Cognitive Abilities Test
Developing Cognitive Abilities Test
Ross Test of Higher Cognitive Processes
Cattell Culture Fair Intelligence Series

Achievement

Comprehensive Tests of Basic Skills
Iowa Test of Basic Skills
Metropolitan Achievement Test
Sequential Tests of Educational Progress
Science Research Associates Achievement Test
Stanford Achievement Test
California Achievement Test
Educational Development Series

Characteristics and Behaviors

Eby Elementary Identification Instrument
Eby Gifted Behavior Index
Gifted and Talented Screening Form
Multi-Dimensional Screening Device
Pre-school Talent Checklists
Scales for Rating Behavioral Characteristics of Gifted Children

Sample Forms

Teacher checklists
Parent checklists
Peer checklists
Self-nomination

Intelligence Tests

The Stanford-Binet Intelligence Scale (S-B), Third Revision
Authors: Lewis M. Terman et. al.
Publisher: Riverside Publishing Co.
Ages: 2 and over
Administered by: Registered Psychologists only
Time for Administration: 30-90 minutes
Score: A single Intelligence Quotient (IQ) Score (m=100, s.d.=16)
Assesses: General Intelligence—a composite of verbal ability, math reasoning, memory, visual discrimination and general information.
Use in Gifted Identification: Measures general intellectual ability.
Advantages: Widely respected by psychologists and educators as an accurate predictor of school performance.
Disadvantages: The results are reported on one single score. Does not distinguish an individual's strengths and weaknesses. Time and expense involved in the individual administration by a psychologist.

Wechsler Intelligence Scale for Children-Revised (WISC-R)
Author: David Wechsler
Publisher: The Psychological Corporation
Ages: 6-16
Administered by: Registered Psychologist
Time for Administration: 50-70 minutes
Scores: Verbal, Performance and Total Scores (m=100, s.d.=15)
Assesses: General Intelligence
Sections: Verbal includes information, comprehension, arithmetic, similarities, vocabulary and digit span. Performance includes picture completion, arrangement, block design, object assembly, coding and mazes.
Use in Gifted Identification: Measures general intellectual ability.
Advantages: Provides information regarding the subject's general intelligence, and also provides clues to relative strengths and weaknesses of the individual based upon the sub-tests and psychologist's observations of the child during testing.
Disadvantages: Time and expense involved because it must be administered and interpreted by an education psychologist.

WISC-R Split Half Short Form
Author: Kenneth L. Hobby
Publisher: Western Psychological Services
Ages: 6-16
Administered by: School Psychologist
Time for Administration: Half as long as the WISC-R
Scores: Same as the WISC-R
Use in Gifted Identification: May appeal to program personnel who use the WISC-R.
Advantages: By using odd numbered items only, this form of the WISC-R takes only half the time to administer.
Disadvantages: Minimal research on this shortened version of the WISC-R. Time saved may lower validity.

Slosson Intelligence Test (SIT)
Author: Richard L. Slosson
Publisher: Slosson Educational Publications, Inc.
Ages: 2 weeks and over
Purpose: General Intelligence Test designed as a screening measure to correspond to the Stanford-Binet.
Administered by: Teacher or other trained adult
Time for Administration: 20-40 minutes
Scores: One composite score
Assesses: General intelligence as a function of vocabulary, verbal and math reasoning, and memory.
Use in Gifted Identification: Used to screen for general intellectual ability.
Advantages: May be administered by a teacher.
Disadvantages: Scores are generally higher than S-B or WISC-R scores. Reviews recommend using only as a tool for screening students.

Kaufman Assessment Battery for Children (K-ABC)
Authors: Alan and Nadeen L. Kaufman
Publisher: American Guidance Service
Ages: 2.5 -12.5
Administered by: School Psychologist
Time for Administration: 35-85 minutes
Scores: Two global scores on Mental Processing and Achievement
Assesses: Intelligence (defined as a function of mental processing) and Achievement
Use in Gifted Identification: Has application to early primary identification of children with unusually high mental processing abilities.
Advantages: Incorporates most recent developments in both theory and statistical methodology. Special attention is given to children with handicaps, learning disabilities and cultural and linguistic deficiencies.
Disadvantages: Developed only for primary age children.

McCarthy Scales of Children's Abilities (MSCA)
Author: Dorothea McCarthy
Publisher: The Psychological Corporation
Ages: 2.5 - 8.5
Administered by: School Psychologist

Time for Administration: 45-60 minutes
Scores: Composite (General Cognitive Index) plus 5 subscores for verbal, perceptual/performance, quantitative, memory, and motor abilities.
Assesses: General cognitive ability
Use in Gifted Identification: May be used for primary identification.
Advantages: Provides a diagnostic profile of five separate components of intelligence.
Disadvantages: Designed only for primary children.

Group Intelligence Tests

S.O.I. Learning Abilities Test
Authors: Mary and Robert Meeker, adapted from Guilford's work
Publisher: Western Psychological Services
Ages: Grades 2-12
Administered by: Any teacher or trained adult
Time for Administration: Untimed, approximately 110 minutes
Scores: 26 scores on 26 of the factors of intelligence described by Guilford, including cognition, memory, convergent production, divergent production and evaluation on verbal, figural and mathematical tasks.
Use in Gifted Identification: Most appropriate for programs based upon Guilford's Structure of the Intellect theory.
Advantages: Can be administered in a classroom. Provides very specific profiles of strengths and weaknesses for each child. Prescriptions may then be written to fit each child's needs.
Disadvantages: The test assesses factors unique to Guilford's definition of intelligence. Therefore, it is restrictive in its use in programs designed for other purposes.

Otis-Lennon School Ability Test (OLSAT)
Authors: Arthur Otis and Roger Lennon
Publisher: The Psychological Corporation
Ages: Grades 1-12
Administered by: Classroom Teacher
Time for Administration: 45-60 minutes
Scores: One composite score called the School Ability Index based upon verbal, numerical and figural items presented in a spiral order.
Use in Gifted Identification: Frequently used as a measure of general intellectual ability.
Advantages: Ease of administration and scoring. Items are offered which test cognition, convergent thinking and evaluation.
Disadvantages: Low ceiling. Verbal-educational orientation is often considered a limited conception of giftedness.

Test of Cognitive Skills (TCS)
Authors: Not provided
Publisher: CTB/McGraw Hill
Ages: Grades 2-12
Administered by: Classroom Teacher
Time for Administration: 50-60 minutes
Scores: One composite score (Cognitive Skills Index) and four subscores: sequences, analogies, memory, verbal reasoning
Use in Gifted Identification: Can especially be used as a measure of general intellectual ability if abstract abilities are highly valued.
Advantages: Ease of administration, scoring. Less emphasis is placed on classroom knowledge than other group tests. Does not have vocabulary or math problem items. Items primarily test abstract reasoning and ability to recall new information.
Disadvantages: Lower ceilings than individual tests. Reliability and validity information is limited.

Cognitive Abilities Test (CogAT)
Authors: Robert Thorndike and Elizabeth Hagen
Publisher: Riverside Publishing Company
Ages: Grades K-12
Administered by: Classroom Teacher
Time for Administration: 50-60 minutes
Scores: Verbal, quantitative and nonverbal scores for grades 3-12. Primary test (K-2nd grade) provides only one score.
Use in Gifted Identification: Widely used in both screening and identification of children for gifted programs because it is given as part of the assessment battery which includes the Iowa Test of Basic Skills, a widely used standardized achievement test.
Advantages: Subtest scores are useful in screening children for programs with a verbal, quantitative or non-verbal orientation. Information about non-English speaking children can be gained from the non-verbal subtest.
Disadvantages: Low ceilings usually result in lower scores than they would on an individual IQ test.

Developing Cognitive Abilities Test (DCAT)
Authors: D. Beggs, J. Mouw, J. Cawley, J. Wich, J. Smith, M. Cherkes, A. Fitzmaurice, L. Cawley
Publisher: American Testronics
Ages: 2-12
Administered by: Classroom Teachers
Time for Administration: 50-60 minutes
Scores: Composite score plus three subtest scores: verbal ability, quantitative ability, spatial ability.
Use in Gifted Identification: Has an orientation to Bloom's Taxonomy, which is widely used in gifted education programs.

Advantages: Items have been designed to measure ability in terms of Bloom's Taxonomy of Educational Objectives.
Disadvantages: Instrument is comparatively new, therefore research on the reliability and predictive validity is minimal.
Other Comments: Items were designed by those who believe cognitive ability can be nurtured or developed through environmental experiences.

Ross Test of Higher Cognitive Processes
Authors: John and Catherine Ross
Publisher: Academic Therapy Publications
Ages: Grades 4-6
Administered by: Teacher
Time for Administration: Timed - 105 minutes
Scores: Total score and eight subtest scores are provided with norms for gifted and non-gifted students. Eight subtests measure Deductive Reasoning, Missing Premises, Abstract Relations, Sequential Synthesis, Questioning Strategies, Analysis of Relevant and Irrelevant Information and Analysis of Attributes
Use in Gifted Identification: Interest is increasing in this test as a measure of a student's higher level thinking processes.
Advantages: Like Developing Cognitive Abilities Test (DCAT), is based upon Bloom's Taxonomy.
Disadvantages: Highly verbal. Not recommended for non-English speaking students.

Cattell Culture Fair Intelligence Series
Authors: Raymond and S.K. Cattell
Publisher: Bobbs-Merrill Co., Inc.
Ages: 8 to adult
Administered by: Teacher
Time for Administration: 25 minutes
Scores: General Intelligence Score as a composite of subtests on Classification, Series and Matrices.
Use in Gifted Identification: Often used as a general screening instrument for abilities in language or culturally deficient students.
Advantages: Culture and language are not being assessed.
Disadvantages: A short test that may not provide a complete assessment of intelligence.

Achievement Tests

Comprehensive Tests of Basic Skills (CTBS)
Publisher: CTB/McGraw Hill
Grades: K-12
Time for Administration: 2 1/2 hours
Scores: Percentiles, grade equivalents, scaled scores
Measures: Basic skills in reading, spelling, math, reference skills, language, science, social studies
Comments: Assesses basic skills only.

Iowa Test of Basic Skills (ITBS)
Publisher: Riverside Publishing Company
Grade levels: Primary battery K-2, Multilevel Edition Grades 3-9
Time for Administration: 2 hours, 19 minutes
Scores: Grade and age equivalents, standard scores, percentile ranks
Measures: Vocabulary, reading comprehension, spelling, language, reference, math concepts, math problem solving, math computation
Comments: Assesses basic skills only. Students may be given tests above their grade level.

Metropolitan Achievement Test (MAT)
Publisher: The Psychological Corporation
Grade levels: 1.5-12
Time for Administration: 85-316 minutes depending upon level
Scores: Scaled scores, percentile ranks, stanines, grade equivalents
Measures: Reading, math, language, science, social studies
Comments: Assesses basic skills only.

Sequential Tests of Educational Progress (STEP)
Publisher: Addison-Wesley Testing Service
Grade levels: 3-12
Time for Administration: 40 minutes per test
Scores: Raw scores, standard scores, percentile bands, stanines
Measures: Reading, math, listening, writing skills, science, social studies
Comments: Designed for both assessment of individual achievement and for program evaluation in the basic skill areas.

Science Research Associates Achievement Test (SRA)
Publisher: Science Research Associates
Grade Levels: K-12

Time for Administration: 130-140 minutes plus optional EAS 25-30 minutes
Scores: Percentile ranks, grade and age equivalents in 11 to 18 achievement test scores depending on level plus three optional Education Ability Scores
Measures: Reading (vocabulary, comprehension, total), Math (concepts, computation, total), Language arts (mechanic, usage, spelling, total), composite plus optional EAS scores (verbal, nonverbal, total)
Comments: Entire battery combines both achievement and group ability tests

Stanford Achievement Test
Publisher: The Psychological Corporation
Grade Levels: 1-10
Time for Administration: 190-320 minutes depending upon level
Scores: Percentile ranks, stanines, grade and age equivalents, scaled scores and total scores
Measures: Vocabulary, reading, reading comprehension, word study skills, math concepts, math computation, listening, spelling, comprehension, social studies, science
Comments: Assesses basic skills only

California Achievement Test (CAT)
Publisher: CTB/McGraw Hill
Grade levels: 1 to 14
Time for Administration: 89-190 minutes depending upon level
Scores: Percentile ranks, grade placement, stanines, standard scores
Measures: Reading vocabulary and comprehension, arithmetic reasoning and fundamentals, English mechanics, spelling, language and handwriting
Comments: Assesses basic skills only

Educational Development Series (EDS)
Publisher: Scholastic Testing Service
Grade levels: K-12
Time for Administration: 345-365 minutes in three sessions
Scores: Percentiles, standard scores, stanines, grade scores
Measures: Achievement in basic skills plus optional ability test (Cognitive Skills Quotient) and student's interest in school subjects and career plans
Comments: Provides information concerning a student's interests and abilities as well as achievement in basic skill areas.

Screening Assessment for Gifted Elementary Students(SAGES)
Authors: Susan Johnson and Ann Corn
Publisher: D.O.K.
Ages: 7-12 years
Administered by: Teacher
Time for Administration: 30-50 minutes
Scores: Three scores for Aptitude, Achievement and Divergent Thinking
Measures: Eligibility for Gifted Programming based upon subtests related to abstract reasoning and aptitude (classification and analogies), school achievement and divergent thinking
Comments: This newly published instrument was designed especially for gifted identification. The aptitude subtests include a balance of verbal and non-verbal items. Three different aspects of giftedness are assessed: aptitude, achievement, and creativity.

SOI Gifted Screening Form
Authors: Mary and Robert Meeker
Publisher: SOI Institute
Ages: Grades 2-12
Administered by: Classroom Teacher
Time for Administration: Untimed, approximately 90 minutes
Scores: 12 subtests from the SOI Learning Abilities Test (reviewed under Group Intelligence Test Section)
Measures: Creativity, visual and auditory memory, visual perception and convergent production.
Comments: Shortened administration time. Represents selected subtests for gifted program screening and selection.

Watson-Glaser Critical Thinking Appraisal
Authors: Goodwin Watson and Edward Glaser
Publisher: The Psychological Corporation
Ages: 9 years to adult
Time for Administration: Approximately 50 minutes
Scores: Raw score, percentile rank and stanine rank
Measures: Inference, recognition of assumptions, deduction, interpretation, evaluation of arguments
Comments: Two forms of the test (A and B) can be used as pre- and post-tests for individual or program evaluation.

Standard and Advanced Progressive Matrices
Author: J.C. Raven
Publisher: The Psychological Corporation
Ages: 8-65 years (standard), adolescents and adults (advanced)
Time for Administration: Untimed, approximately 45 minutes
Scores: Total score and percentile rank
Measure: Abstract mental ability through the use of problems using figures and designs
Comments: A non-verbal test created and normed in Great Britain. Not designed or normed for the identification of gifted students.

Characteristics and Behaviors

Eby Elementary Identification Instrument (EEII)
Author: Judy W. Eby
Publisher: Slosson Education Publications, Inc.
Grades: K-9
Completed by: Teacher
Items: 15 items on the Teacher Checklist plus 10 items on a product rating scale entitled the Unit Selection Matrix
Scores: Raw score is calculated on each form
Measures: Based upon Renzulli's definition of giftedness as a combination of above average ability, creativity and task commitment. Items are grouped into these categories.
Comments: The Teacher Checklist is a standard recommendation form. The Unit Selection Matrix attempts to gather data on the basis of assessing children's original products or pre-tasks as part of an identification process. A General Selection Matrix is also provided which allows scores to be weighed with tests and other data.

Eby Gifted Behavior Index (GBI)
Author: Judy W. Eby
Publisher: D.O.K. Publishers, Inc.
Grades: Elementary and Secondary
Completed by: Teacher
Items: Seven different forms are provided, each of which consists of twenty items. The teacher may choose the appropriate form(s) to fill out for a child based upon the child's talent areas.
Scores: Raw scores are calculated for each form.
Measures: Ten gifted behaviors are assessed on a general form or on one of six talent area-specific forms: verbal, visual-spatial, math/science/problem solving, musical, social/leadership, and mechanical/inventiveness.
Comments: The GBI was validated by correlating the ratings on the forms with independent, outside judgments of the quality of the children's products in their talent area.

Gifted and Talented Screening Form (GTSF)
Author: David Johnson
Publisher: The Stoelting Company
Grades: K-9
Number of items: 24
Filled out by: Self Report
Scores: Total score of six talent areas
Measures: Talent in academics, intelligence, creativity, leadership, visual arts, performing arts, psychomotor athletics, psychomotor mechanics
Comments: No standardization or validation procedures reported. Relationship to giftedness is not reported.

Multi-Dimensional Screening Device (MDSD)
Authors: Bella Kranz
Publisher: Moorhead State University
Ages: School age children
Time for Administration: Untimed
Scores: Each talent is scored on a scale of 1 to 7
Measures: Ten talent areas including visual arts, performing arts, creative thinking, specific academic ability, general intellectual ability, leadership, psychomotor, abstract and spatial thinking.
Comments: The MDSD package contains a videotape and print material. The videotape is used to educate teachers to become better identifiers of gifted students. Nomination instruments are provided.

Pre-school Talent Checklists
Authors: Merle Karnes and Associates
Publisher: Institute for Child Behavior and Development, U. of Illinois
Ages: 3-6 years
Items: Nine checklists
Who completes: Parents and teachers
Scores: Raw score totals for each checklist are graphed on an individual profile
Measures: Intellectual, academic, creative, leadership, visual and performing arts, psychomotor giftedness
Comments: Normed on handicapped pre-school children

Scales for Rating Behavioral Characteristics of Gifted Children
Authors: J. Renzulli, L. Smith, A. White, C. Callahan, R. Hartman
Publisher: Creative Learning Press, Inc.
Grades: Elementary and Secondary
Completed by: Teacher
Items: Ten scales with 10 items on each scale
Scores: Ten subscale scores
Measures: Learning, motivation, creativity, leadership, artistic, musical, dramatics, communication, precision expressiveness and planning.
Comments: Separate scales provide usable information concerning different types of giftedness. Composite score should not be used as a measure of overall giftedness.

School Programs and Services

5 Simple Rules For Planning Programs and Services

1. ***Gifted children should be viewed as individuals, not as THE GIFTED, each of whom has a unique pattern of abilities and interests that need to be nurtured.***

2. ***Gifted children should spend at least part of their time with others of similar ability and interests. This avoids possible social-emotional problems of isolation and feeling different.***

3. ***Gifted children should work in basic skill areas such as reading and math at their level of ability. That is, they should move as fast and as far as they are able. Boredom with unchallenging work may cause frustration resulting in gifted children being at risk.***

4. ***Gifted children should be allowed to investigate, in depth, areas in which they are greatly interested and should be encouraged to do original, creative work.***

5. ***Gifted children may need counseling and guidance, whether from a counselor or from their classroom teachers, to optimize their potential.***

Dr. Leonora Cohen
TAG Institute
University of Oregon

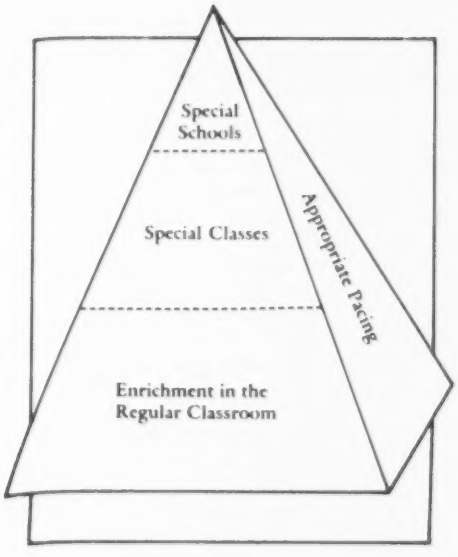
Instructional and Organizational Models

Instructional models are devised to assist educators as they guide student learning from point A to point Z in a sensible progression, making sure that the goals of the instruction are met. The Continuous Progress Model, for example, provides a framework that allows each student to learn prescribed material, document mastery and go on to new concepts.

The Enrichment Triad Model organizes instruction in tiers so that all students or a large pool of able students participate in enrichment activities, a smaller number of students participate in group training activities and an even smaller number of identified students go on to do individual projects involving real world problems.

The Autonomous Learner Model sets up a structure for use in a TAG classroom where students progress through orientation, individual development, enrichment activities and seminars while learning the skills necessary for successful indepth studies.

Organizational models are concerned not only with the instruction but also with the articulation of all the parts of the instruction. The Oregon mandate calls for a model that allows teachers, schools, or entire school districts to set up instructional options for students and see where such things as scheduling, transportation and interschool and interagency cooperation need to be addressed. An organizational model adapted from the pyramid model appears on the following page. The original pyramid concept, as first described in Educating Able Learners by Boston, Cox and Daniel, appears below.



The Pyramid Concept

THE IDENTIFICATION PROCESS

Step 1: Referral

Step 2: Initial Screening

Step 3: Further Testing

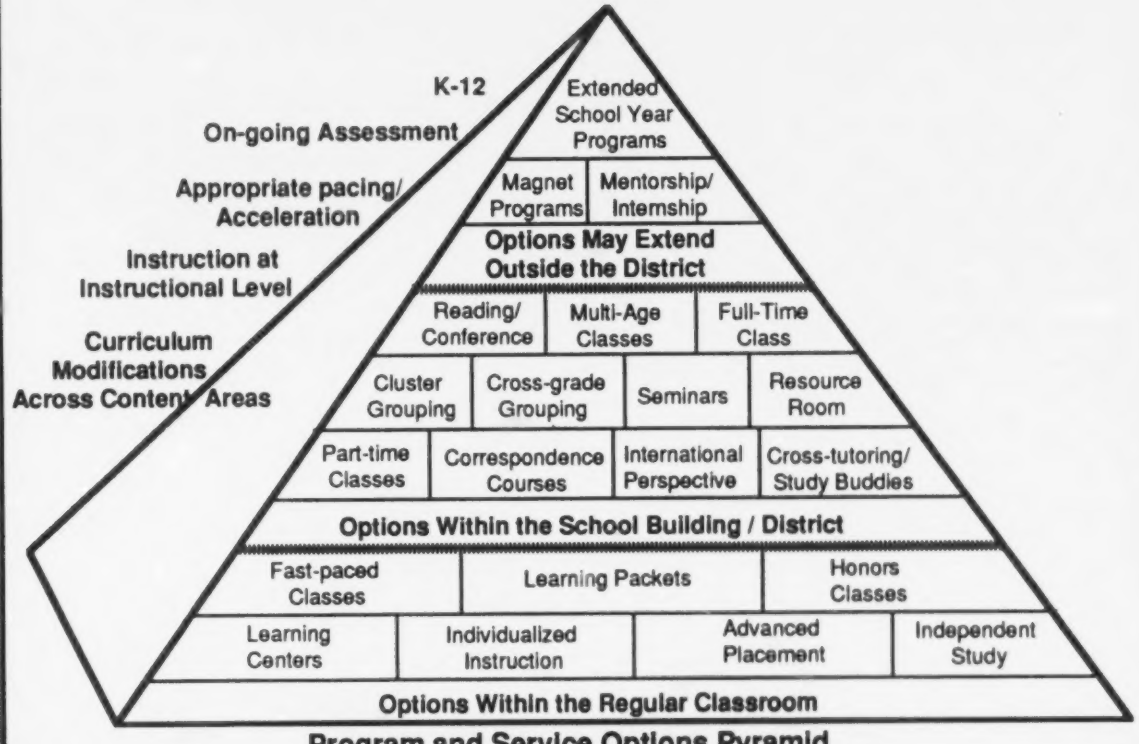
Step 4: Selection/Parent Notification

Programs and Services

Assessment for Instructional Levels and Rates of Learning

Parent Involvement

Placement



Program and Service Options Pyramid

Adapted from: The Pyramid Model - Gifted Students Institute

Definitions Of Program/Placement Options

Grouping by ability	Grouping within a skill area. May be within the classroom, grade-level, cross grade-level. Most commonly done in language arts and math. May include both acceleration and enrichment.
Cluster grouping	Grouping according to ability or interest in a regular classroom. May be project-oriented, short-term or more extensive. Might involve the use of learning centers.
Cross-grade grouping	Students may be ability grouped with students in a higher grade level.
Ungraded/multi-age grouping	Most frequently seen in an ungraded primary setting. Allows a student to proceed at his/her individual pace.
Continuous progress	Individualized or group instruction based on assessed learning level/rate of student. Most commonly used with pre-post testing or mastery learning models. Student may advance through materials regardless of grade placement. Might include computer-aided instruction.
Early entrance	Child enters kindergarten, first grade, junior high, senior high or college prior to age mates.
Grade-skipping	Process that allows for student to be placed in the grade ahead of usual placement.
Fast-paced classes	Curriculum is offered at a faster rate than usual. Often used in connection with compacting or acceleration.
Compacted curriculum	Reducing the amount of time normally required to cover a subject. May result in acceleration or enrichment opportunities.
Full-time class	Full-time classroom for gifted students. Usually involves fast-pacing, enrichment, emphasis on thinking skills development, etc. Effective student learning model.
Part-time class	Students are grouped for a period of time away from the regular classroom. Example, elementary resource room, seminars or tutorials. Could also include a special TAG class at secondary level or a counseling class (often for underachieving).
Advanced placement	Formal AP curriculum for which high school students can complete a course and take the AOP exam for college credit. Also, placement in a class more advanced than the student's age. Most commonly offered in math.

College Level Exam Program (CLEP)	Program that gives college credit based on successful completion of college level exam, regardless of how knowledge was attained.
Honors classes	Curriculum offered in greater depth and complexity for students who qualify. Typically for high-achieving, motivated students.
Independent study	Student contracts to complete specific work or project with supervision and monitoring.
Credit by exam	Student successfully completes an examination covering the course material and receives credit without taking the course. Most commonly done for personal finance, health, financial rights.
Concurrent dual enrollment	Attendance in the next higher school setting for credit in both settings (high school and college, junior high school and high school). Also possible between grade school and junior high.
Mentorship/internship	Student is paired with an expert in a field of common interest with the student being guided in a project or research. Internships may be in career fields (paid or unpaid) in the community.
Early graduation/waiver	In order to enter a career field or college early, a student may graduate prior to completion of requirements.
Academic competitions	Odyssey of the Mind, Science Bowl, Future Problem Solving, Mathcounts, Mock Trial, etc.

SPECIAL CLASSES

Magnet schools	Schools, or parts of schools, with specialized curriculum designed to attract students with interest in those particular programs. May be a school or schools within a district or region. The performing arts program at Jefferson High School, Portland and Bronx High School of Science are examples.
International perspective	International Baccalaureate, Portland's Lincoln High School international studies program are examples. Often a "school within a school."
Interdisciplinary class	Curriculum using a variety of disciplines: history, literature, art, science, etc. Emphasis on drawing relationships, teaching thinking skills.
Saturday/after school	Academic or experiential opportunities outside the school setting (not including sports). Saturday Academy is a good example.
Summer programs	Often on college campuses, such as University of Oregon, Oregon State University, Reed College and Lewis & Clark College.

Parenting

What Can Parents Do At Home to Facilitate Learning?

What things in your home encourage your child's growth and development?

What kinds of home activities encourage your child to think mathematically (counting, measuring, estimating, balancing), creatively (problem-solving, thinking of many answers, thinking of silly answers), critically (making comparisons, making choices), in other ways?

What home activities foster the development of self-esteem and social relationships?

Where do children learn? In a playroom, a kitchen, a backyard, a school. They explore, they see similarities and differences, they begin to ask questions and share their answers. What can parents do to facilitate learning?

• Provide a safe, comfortable environment for exploration.

> Encourage your child's interests, hobbies, collections, even if you have to search to appreciate their value. Have plenty of reading material available, even reference books you use. If gardening is an interest of yours that your child shares, try a small child's garden of favorite plants. Give the child responsibility for it.

• Help children see themselves as capable. Guide them in making their own plans and decisions, setting their own goals. Offer them acceptable alternatives and let them choose.

• Respect individual differences.

• Try not to interrupt when children are involved in a project.

• Provide the structure for play and let the child make the choices.

> A large cardboard box, water-base paint, colored paper, old magazines that can have pictures cut out, etc., and a corner of the garage where spills won't matter--and you have the ingredients for a long-term project to decorate a special space. Of course, you may have to cut out the door and windows and live with it in your basement. Consider it a small price to pay for what will hopefully be a creative and cooperative project involving siblings and friends, something that is totally theirs.

• Provide stimulating experiences and opportunities (library, zoo, museum, fish hatchery, historical society, nature walk).

• Be sympathetic and encouraging; help children cope with disappointment and doubt.

• Permit risk-taking behavior (independence, initiative) within the bounds of safety.

• Encourage children to participate in adult projects that involve them (planning and building the tree house, planning games for a birthday party).

• Accept new ideas.

> Ten gray rocks can be a "rock collection." They can be spruced up, sorted by size and shape, given histories regarding their origins, assigned relative value and traded.

• Involve children in discussions of world events, allow them to see your interest in and concern with global issues.

• Help children to value their own efforts and those of others by showing your respect for them.

• Model behaviors you wish to encourage: reading, problem solving, life-long learning, for example.

It's As Easy As ABC!

Suggestions for Parenting the Gifted

A. Give them your love. Remember, they are still children. They need assurance, encouragement, controls and discipline.

B. Help them to perform tasks themselves - to count, tell time, use correct vocabulary and pronunciation. Help them locate themselves and become familiar with their surroundings, their neighborhood and their city.

C. Encourage them to assume responsibility for their own actions - put away what they get out, pick up what they spill, give and take messages accurately.

D. Read to your children. Early verbal expression, music, art, poetry and reading are valuable beyond measure.

E. We retain more strongly what we learn in our youth. Therefore, answer all questions accuratel and honestly, to the depth required.

F. Encourage a healthy body. Let them learn to play ball, swim, ride a bike and develop good physical motor ability skills.

G. Children need one or two good friends. Playmates with similar interests or capabilities are advocated, but not to the exclusion of all others.

H. Parents must take the initiative in taking children to museums, art galleries, educational institutions, historical places, etc. Open their world to encompass as many and varied experiences as possible.

I. Become familiar with your nearest Public Library. Help your child locate good books in the areas in which interest is expressed. Magazines, encyclopedia, charts, etc. play an important role.

J. Avoid "pushing" a child to read. Avoid "exhibiting" the child before others. There is a difference between pushing and intellectual stimulation.

K. If you can, give the child the advantage of private lessons in some skill in which interest is expressed, or where the child excels.

L. Avoid, however, overstructuring their lives. Children need time to be alone, to rely on their own ingenuity, to choose what they want to do, and contemplate or daydream as the mood strikes. They cannot be expected to perform at top capacity at all times.

M. A quiet talk alone with the child should help, when there is a disciplinary lapse. These children are much more amenable to rational argument and though usually strong-willed, have a well-developed sense of duty.

N. Offer them choices. Encourage in them the ability to make decisions.

O. Take time to be with them. Listen to what they have to say. Discuss their ideas. It isn't as much what you do for them, as what you do with them.

P. Provide challenging things to do. Be as innovative and creative as you can, especially in the areas of their current interest. Expand those interests and open new horizons.

Q. Encourage common courtesy and the respect for the rights of others. Giftedness is no excuse for bad manners. (Our own rights end where others' begin!)

R. Be a worthy example yourself. Try to find worthy adult figures of both sexes for them to know.

S. Do not demean others in their presence - especially their teachers. It is a learning experience to learn to cope with many personalities. Remember, too, teacher and parent should have common goals. They may employ different methods to achieve them.

T. Show them better ways of phrasing a question or making a suggestion if needed. How much more receptive people are to "Would this be a good idea..." Rather than "That's a dumb idea. I have a better one."

U. Encourage them to use their talents, creativity and special abilities. Find someone competent in that specific field where they show interest or unusual promise, and usually, they will be glad to offer suggestions and guidance. (We all like someone who is interested in what we are!)

V. Respect the child and his/her knowledge. Be open-minded and ready to listen. The day will come when their knowledge far exceeds your own, in some areas.

W. Attend workshops on the gifted. Keep abreast of your child's progress. Keep him/her as challenged and stimulated as you can. Learning should be fun!

X. Keep a level head and a sense of humor.

Y. Do not put undue emphasis on giftedness, especially within the child's presence. Though your child is smart, there is always someone smarter. Remember, everyone is a genius at something. Perhaps it's in getting along with people. That's a really useful talent! Remember the physical, social and emotional aspects of a child's development are important too.

Z. Appreciate the satisfaction of knowing you are doing your best, although the joys of excellence are tempered by frustrations with the school system, lack of understanding by many, and the fact that these children will keep you busier than you could ever imagine!

By Rosemary Gladieux, from Your Gifted Child: Masterpiece in the Making, Samellyn Wood & Jeri Deckard, OATAG, Beaverton, OR, 1983. Reprinted with permission.

GUIDELINES FOR PARENTS OF THE GIFTED

Linda Kreger Silverman, Ph.D., Director, Gifted Child Development Center, Denver, CO

Families, like gifted children, are all unique, and each has something different to offer. Therefore, no set of guidelines for parenting the gifted can be applicable to all families unless it is so general that it could be considered good common sense in rearing any children. This set has been derived in answer to the most common concerns which I have heard expressed by parents of the gifted, and from advice which parents have given to each other.

1. Talk with your children in an adult manner. Their minds are like sponges, absorbing everything around them: vocabulary, language patterns, attitudes, values, interests, and tastes. But be careful not to "adultize" your children. Do not expect them to feel and act like miniature adults.

2. Private times are also good to have with each child. Some families have private times each day or provide opportunities for each child to go out to dinner, a movie, or a sports event alone with a parent. This provides a time for sharing personal feelings and experiences.

3. Gifted children often seem to require more attention than others and they want to be included in most things. It is important for everyone's welfare that boundaries be set for them. They must have bedtimes and be taught to respect adult needs for alone time and privacy. It must be clear who is the adult and who is the child.

4. Reading to the children every night is a good habit, even after they are able to read to themselves. They should be introduced to the library while still toddlers, and given library cards as soon as they can read. It may be necessary to talk with the librarian to obtain permission for the child to take out books which were written for much older children or adults.

5. Praise your children for taking risks, even little ones like trying new foods. Most gifted children dread failure or looking foolish. They need extra encouragement in the beginning stages of skating or biking or any new activity. They must learn how to fail in order to succeed.

6. Reasoning with gifted children is better than setting down arbitrary rules; they can be asked to contribute their ideas to decisions which affect them. But some things are negotiable and some are not. Children should be given choices whenever they are capable of making those choices responsibly. A family council is a useful means of shared decision-making as the children get older. Some decisions, however, must be left as the prerogative of the parents.

7. Discipline should be a private rather than a public matter. Gifted children are highly sensitive to criticism and easily humiliated. Avoid the use of sarcasm, even if it appears humorous to you. Adults have a great deal of psychological power over children and often forget that their teasing can leave lasting scars.

8. Give the children responsibilities as early as possible, gradually increasing the size of the tasks as they are ready to assume them. Very young children can be asked to put the silverware away (a sorting activity). They can learn early in life that everyone helps. Responsibilities add to their feelings of competence and belonging. Accomplishing difficult tasks paves the way toward adult achievement.

9. Gifted children are able to do many things independently much earlier than other children. Whenever possible, let them discover their own ways of doing things. Allow them to make mistakes. Avoid criticism or unnecessary corrections

which might embarrass them. What they learn in the process of attempting new things is far more important than the quality of their finished products.

10. Creativity is an important aspect of giftedness. Gifted children tend to be sensitive to the creativity expressed in music, art, literature, and nature. They may need music or nature for inspiration and even consolation at times. Encourage them to develop their imaginations and all means of creative expression. Invent visualization games and fantasies with them. Many gifted children have fantasy friends who will be left behind when the time comes. Let them enjoy them while they can.

11. Provide opportunities for the children to interact often with other gifted children, older children, and stimulating adults. If the school does not offer a program for gifted children, find or create after-school experiences which will facilitate these interactions.

12. Help them learn social skills, such as asking questions in a socially accepted manner, not putting other people down when the child disagrees with them, being careful about other people's feelings, and trying to understand others. Set an example by not disparaging others in front of them. Teach them how to get along with others without sacrificing their individuality. Don't teach them by word or example to play down their gifts to gain popularity.

13. Help them have confidence in their perceptions, even when they differ from other people's. Help them to see how both sides of a conflict can be right. They are able to see other points of view clearer than most people, but they will not have the ego strength to do that unless they are supported for their own viewpoints as well.

14. Take time to listen to your children. If they jabber constantly, don't tune them out. Let them know when you are too busy to give them your full attention and set aside a time when your mind is free to really listen the way you would to a friend.

15. Be open to their questions. Gifted children are very curious. They often have early concerns about the meaning of life, death, justice, war, sexuality. Be the person they trust to ask these questions. It is not necessary to know the answers to their questions. Instead, ask the child, "What do you think?" This gives you a better idea of their thinking processes and gives them opportunities to hypothesize and problem-solve on their own rather than being dependent upon authorities for the answers.

16. Some gifted children are naturally gregarious and others are naturally introverted. Rarely are attempts made to create introverts out of extroverts, but the opposite is often the case. Many gifted children have diverse interests and have difficulty setting priorities, whereas others specialize early and remain devoted to their chosen disciplines. Recognize that children differ in temperament, personality, interests, and goals. Allow your child to develop in his or her own unique manner.

17. Don't expect that the child will respond the way you did to a particular school provision. Some adults regretted that they were sent to private schools or accelerated or pushed too hard by their parents, so they vowed never to make those mistakes with their children. Each child is unique and needs a provision which suits him/her, even if it was inappropriate for the parents.

18. Don't overschedule them with activities. Give them time to think, to play, to daydream, to be children.

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How Can Parents Encourage Talent?

Research into the lives of eminent people tells us that the majority of highly intelligent creative individuals came from homes where education was important, where inquiry and the world of ideas were accessible to them. The role of parents is clearly important. First of all, the parents must recognize the talent, and then, they must nurture it.

We often see "musical families" where children are exposed to music from an early age, see their parents enjoy music, have access to muscial instruments, have an appreciative audience for their early efforts, and are in an environment where musical talents are highly valued. All of the elements are there to encourage any talent: the exposure, the role models, the opportunity, the encouragement, and the value system. Some of us, of course, are not blessed with musical talent, and would not develop it no matter how conducive the setting.

How do we recognize talent? In some children, particular talents or gifts are unmistakable, but most often they develop over time. Allow children to explore and discover their own abilities and interests. If they want to become more involved in a particular area, offer them support and encouragement. Keep in mind that interests will change and multiply.

As interests mature and develop, the child will develop different peer groups around different interests. The group interested in chess may be quite different from the one interested in jazz. Athletic activities will generate a different group of friends too. Encouragement and stimulation from the peer group is an important part of the developing talent as well as of the social and emotional development of the gifted child. Parents can help by facilitating transportation and scheduling to allow time and opportunity for different kinds of peer interaction.

School/Home Partnership

Parents As Partners In The Schools

We hear from many sources that parental involvement is needed in the nation's schools. Remember it is your school, your child. Take an active role in meeting the system, getting to know it, making your own contribution to improve it.

If your school has a parents group, find out about it. If your principal has a community advisory committee, it will have open meetings. Your school district may have a TAG parents advisory committee. Introduce yourself to your child's teacher on day one and keep the communication open. If you become established as a supporter of the school, problems are much easier to deal with.

Think about what you can do for the school. The role of parent helper is the most accepted role and can range from regular classroom or media center work, to one day a year flipping pancakes at the school breakfast, to a season as assistant softball coach. There are other ways to get involved. If you have a particular expertise that you can share as an individual or through your business, work with the school to find an avenue to utilize those resources. Classroom teachers are pleased to know about people who are willing to talk to children about their careers. Perhaps you could be a mentor in the program for talented and gifted students.

By getting to know your school, you will have better access to people and information if problems arise. As an advocate for your child, here are a few tips to keep in mind:

- Listen and try to understand thoroughly both sides of any problem.
- Be an advocate for programs that are good for all children as you advocate for programs for the talented and gifted.
- Be aware of how others have worked with your school system to effect change. Use methods that others have found successful.
- Do not ignore the opposition. Be willing to respond to questions and concerns in a thoughtful way.
- Know what you are working toward and keep it clearly in mind.

According to Gina Ginsberg Riggs of the Gifted Child Society, "It's OK to fight for your gifted child's right to learn all he or she is able to learn. Remember that a well-informed discussion will get better results than an angry attack. It's OK to be dissatisfied with your child's education if your efforts to improve it are constructive."

You will find other suggestions for promoting understanding between home and school on the following pages.

Parent-Teacher Conferences

from Your Gifted Child: Masterpiece in the Making by Jeri Deckard and Samellyn Wood

Parent-teacher conferences are the traditional means by which you and your child's teacher share information about your child's performance and make plans for helping with any problems. A good parent-teacher conference requires preparation on both the part of the teacher and on your part. The following tips can help you plan and carry out an effective conference:

1. Before the conference, review you child's homework and tests. Is work complete? Are there skill gaps? Is he clear about assignments to be done?

2. Talk with your child about any concerns she has. What does she like most about school? What does she like least? What do her friends think about school? What would she like to have discussed at the conference?

3. Make a list of pertinent information you wish to share at the conference. Take in relevant papers, test scores, and so forth.

4. Determine the purpose of this particular conference. Plan for the time allotted. Everything can't be accomplished at once. If the purpose is to gather general information you may wish to ask questions such as:

   - How is my child performing?
   - In what areas is she excelling?
   - What does he enjoy most?
   - What challenges and excites her?
   - What weaknesses are apparent?
   - What are her test scores and what do they mean?
   - Who are her friends? How does she interact with them?
   - What is the reading program? The math program? Social Studies, Science, Art, Music, P.E.? And what can parents do at home to supplement the instruction in these areas?

   If the purpose is to discuss a particular problem, carefully note down the facts you have as well as any questions.

5. If only one parent can attend the conference, ask for your spouse's ideas and make a note of these.

6. Arrange for child care for small children. Do not take them with you if other arrangements can be made.

7. Relax for ten minutes prior to the conference, if possible. Then focus on the purpose of the conference as you go to the school.

8. Introduce yourself as clearly and personally as possible. Be sure to give both your name and your child's. Maintain a pleasant, positive attitude.

9. Share what is going well. Be as open and straightforward as possible, neither aggressive nor apologetic.

10. Share specific concerns.

11. Ask the teacher to share his perceptions. Listen carefully without interruptions or defenses. He has the opportunity to see your child in a different setting and has invaluable information.

12. Develop a specific plan together. What are you committing to do? What is the teacher committing to do? How are you going to judge the success of the plan? Make notes of the plan and review key points.

13. Make an appointment for a follow-up conference, if necessary.

14. When you get home discuss the conference with your spouse and child. Stress the positive, strong points brought out by the teacher and discuss ways for improvement of weaknesses. Share the plan you and the teacher developed.

These conferences are extremely valuable. They provide the teacher with information about problems that center in the home but affect school life and the parent with information about problems that center in the school but affect home life.

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BRIDGING THE GAP:
Guidelines for Parents and Teachers

by Dr. James Webb

Recognize that home and school have different goals, tasks, situations, and constraints. Schools focus primarily on academic preparation, secondarily on socialization. At home, the focus is primarily on the socialization, secondarily on academics.

Both are very important in the long-term effects on gifted children, though of the two, home may be more crucial. The ideal is for both to work together, to avoid conflicts or to bridge gaps.

Misunderstandings, differences in expectations, and disappointments usually can be avoided if parents become involved in the school functions early and continually. Parents, making yourself known to teachers, principals, guidance counselors, etc. early and frequently is important.

Parents should offer to help teachers, librarians, etc. in ways that benefit all children, not just "gifted" students. Avoid appearing elitist. Gifted children's educational needs are often different, but gifted children are not necessarily "better."

Support school efforts to plan for able children. Help to interest the PTA and the school administration/school board in the topic. Support study groups on gifted children and similar cooperative endeavors.

Parents and teachers must not give the impression of "pushing" or "exhibiting" a child, but should continually strive to give the child whatever he or she needs to reach his or her potential.

Teachers most often fear/expect that parents of gifted children will be "unguided missiles" and critically demanding of special favors for their child. Parents most often fear/expect that teachers will not understand and will "take it out" on their child.

Teachers increasingly are more informed about gifted children and their special educational needs, but also are often hampered, themselves, by the constraints of the educational system within which they work and their responsibilities to the other children they teach. The search for solutions to school problems must start with the realities of the classroom, in the same way that solutions to home problems must start with the realities there.

If a problem seems to exist between home and school, first consider that what the child tells you is that child's perception. The problem may be with the perception, rather than with the situation.

Parent-teacher consultations are strongly recommended. Not only do they allow sharing of information, and avoidance of being manipulated by the child, but also promote building of a focused alliance to stimulate the child's achievement and self-concept.

Define for yourself concretely what you hope to accomplish in the parent-teacher meeting(s), and begin to formulate a specific plan for achieving those goals in the meeting(s).

Prior to your conference, evaluate what **new** information you have, and consider how your information might differ from what the other knows about the child. Seek to **share** observations and information.

How much of your information can the other use constructively? Will your information:

- Demonstrate a pattern, or promote understanding, or evoke compassion?
- Frighten the other, lead to unhelpful behaviors, or disrupt the relationship with the child?

Express understanding of the other's feelings and viewpoints in the situation. Attempt to engage the other as an ally rather than as an enemy. Be sensitive to the other possibly feeling invaded.

Avoid blaming. Recognize that most persons do not act out of malice, but rather they drift into problem situations through oversight, lack of information, or attempting to handle too many responsibilities. Only rarely is there a teacher or parent who "just doesn't care" or who is actively malicious.

Avoid trying to bludgeon insight or your point of view into others. It does not work, and only results in resentment and hardening of positions.

Initially ask for the other's overall perceptions of the child—how the child is doing and what the teacher's or parent's plans are. This allows you to learn where you are starting from - and may bring some pleasant surprises.

Parents - Give the teacher professional respect in your approach, even if you must disagree at times. Teachers need support also. It is important that you not appear to be attacking the teacher's ability or character.

Teachers - Parents need to feel genuinely listened to and respected, rather than like intruders or "only a parent." They are only seeking what is best for their child - from their point of view.

In your conversations, avoid saying "What are **you** going to do about..." instead say, "What can **we** do about..."

In sharing new information, start with those parts most likely to fit with the other's perceptions, and which will tend to build a common base from which to begin. Actively seek the other's opinions. Ask what the other thinks about each new piece of information.

Gradually share more information as the conversation progresses. Avoid "dumping" all of your complaints or new/different information onto the other. Instead, after each major piece of information, stop to check to see how this fits with the other's perceptions or beliefs about the child or the situation.

Receive new information from the other as openly as possible, and ask questions in a spirit of curiosity rather than defensiveness.

When making a point, give examples and data rather than just general opinions.

If you have data from an "outside expert," remember that this can often be quite threatening since it tends to imply "See, you are wrong!" Try to present such information in ways that allow the other not to "lose face."

Focus on solutions or attempts at problem-solving that are in small steps, measurable in outcome, and achievable. Avoid broad sweeping generalities such as "improve self-concept."

Always attempt to give alternatives when making suggestions or recommendations.

Emphasize ways showing that working jointly is clearly preferable, and that will make teaching or parenting easier or more enjoyable.

Try to come to agreement on some specific joint action plan, even if it represents only a partial solution or to meet again.

If agreement is not reached, or is only partially reached, do not insist on a definitive answer right then. Give the other person time to think and reflect on the new possibilities or new data.

Follow up the conference with a brief letter of appreciation, and confirming your understanding of the issues, information, and actions that are planned by each.

Often it may be wise to involve the guidance counselor, principal or others in parent-teacher conferences, though this can leave one or more people feeling "ganged-up on." Realize that administrators must be supportive of their teachers, at least in public, but that they are typically also quite sensitive to concerns by parents and other members of the public.

Sometimes, though, conferences do not work. Know when to give up trying to build a bridge or to change a situation. Instead, the focus may have to be on coaching the child to cope, building a safety net, or moving the child to a new class or new school.

Most of all, keep on modeling active problem solving for the child!

Appendices

Appendix A. Jacob K. Javits Gifted and Talented Students Education Act of 1988

Appendix B: Oregon Department of Education TAG Federal Grant Project

Appendix C: Bibliography and Recommended Reading

PART B—GIFTED AND TALENTED CHILDREN

SEC. 4101. SHORT TITLE.

This part may be referred to as the 'Jacob K. Javits Gifted and Talented Students Education Act of 1988.'

SEC. 4102. FINDINGS AND PURPOSES.

(a) FINDINGS.—The Congress finds and declares that—

(1) gifted and talented students are a national resource vital to the future of the Nation and its security and well-being;

(2) unless the special abilities of gifted and talented students are recognized and developed during their elementary and secondary school years, much of their special potential for contributing to the national interest is likely to be lost;

(3) gifted and talented students from economically disadvantaged families and areas, and students of limited English proficiency are at greatest risk of being unrecognized and of not being provided adequate or appropriate educational services;

(4) State and local educational agencies and private nonprofit schools often lack the necessary specialized resources to plan and implement effective programs for the early identification of gifted and talented students for the provision of educational services and programs appropriate to their special needs; and

(5) the Federal Government can best carry out the limited but essential role of stimulating research and development and personnel training, and providing a national focal point of information and technical assistance, that is necessary to ensure that our Nation's schools are able to meet the special educational needs of gifted and talented students, and thereby serve a profound national interest.

(b) STATEMENT OF PURPOSE.—It is the purpose of this part to provide financial assistance to State and local educational agencies, institutions of higher education, and other public and private agencies and organizations, to initiate a coordinated program of research, demonstration projects, personnel training, and similar activities designed to build a nationwide capability in elementary and secondary schools to identify and meet the special educational needs of gifted and talented students. It is also the purpose of this part to supplement and make more effective the expenditure of State and local funds, and of Federal funds made available under chapter 2 of title I of this Act and title II of this Act, for the education of gifted and talented students.

SEC. 4103. DEFINITIONS.

For the purposes of this part:

(1) The term 'gifted and talented students' means children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

(2) The term 'institution of higher education' has the same meaning given such term in section 435(b) of the Higher Education Act of 1965.

(3) The term 'Hawaiian native' means any individual any of whose ancestors were natives prior to 1778 of the area which now comprises the State of Hawaii.

(4) The term 'Hawaiian native organization' means any organization recognized by the Governor of the State of Hawaii primarily serving and representing Hawaiian natives.

SEC. 4104. AUTHORIZED PROGRAMS.

(a) ESTABLISHMENT OF PROGRAM.—From the sums appropriated under section 4108 in any fiscal year the Secretary (after consultation with experts in the field of the education of gifted and talented students) shall make grants to or enter into contracts with State educational agencies, local educational agencies, institutions of higher education, or other public agencies and private agencies and organizations (including Indian tribes and organizations as defined by the Indian Self-Determination and Education Assistance Act and Hawaiian native organizations) to assist such agencies, institutions, and organizations which submit applications in carrying out programs or projects authorized by this Act that are designed to meet the educational needs of gifted and talented students, including the training of personnel in the education of gifted and talented students or in supervising such personnel.

(b) USES OF FUNDS—Programs and projects assisted under this section may include—

(1) preservice and inservice training (including fellowships) for personnel (including leadership personnel) involved in the education of gifted and talented students;

(2) establishment and operation of model projects and exemplary programs for the identification and education of gifted and talented students, including summer programs and cooperative programs involving business, industry, and education;

(3) strengthening the capability of State educational agencies and institutions of higher education to provide leadership and assistance to local educational agencies and nonprofit private schools in the planning, operation, and improvement of programs for the identification and education of gifted and talented students;

(4) programs of technical assistance and information dissemination; and

(5) carrying out (through the National Center for Research and Development in the Education of Gifted and Talented Children and Youth established pursuant to subsection (c))—

(A) research on methods and techniques for identifying and teaching gifted and talented students, and

(B) program evaluations, surveys, and the collection, analysis, and development of information needed to accomplish the purposes of this part.

(c) ESTABLISHMENT OF NATIONAL CENTER.—The Secretary (after consultation with experts in the field of the education of gifted and talented students) shall establish a National Center for Research and Development in the Education of Gifted and Talented Children and Youth through grants to or contracts with one or more institutions of higher education or State educational agencies, or a combination or consortium of such institutions and agencies, for the purpose fo carrying out clause (5) of subsection (b). Such National Center shall have a Director. The Secretary may authorize the Director to carry out such functions of the National Center as may be agreed upon through arrangements with other institutions of higher education, State or local educational agencies, or other public or private agencies and organizations.

(d) LIMITATION.—Not more than 30 percent of the funds available in any fiscal year to carry out the programs and projects authorized by this section may be used for the conduct of activities pursuant to subsections (b)(5) or (c).

SEC. 4105. PROGRAM PRIORITIES.

(a) GENERAL PRIORITY.—In the administration of this part the Secretary shall give highest priority—

(1) to the identification of gifted and talented students who may not be identified through traditional assessment methods (including economically disadvantaged individuals, individuals of limited English

proficiency, and individuals with handicaps) and to education programs designed to include gifted and talented students from such groups; and

(2) to programs and projects designed to develop or improve the capability of schools in an entire State or region of the Nation through cooperative efforts and participation of State and local educational agencies, institutions of higher education, and other public and private agencies and organizations (including business, industry, and labor), to plan, conduct, and improve programs for the identification and education of gifted and talented students.

(b) SERVICE PRIORITY.—In approving applications under section 4104 (a) of this part, the Secretary shall assure that in each fiscal year at least one-half of the applications approved contain a component designed to serve gifted and talented students who are economically disadvantaged individuals.

SEC. 4106. PARTICIPATION OF PRIVATE SCHOOL CHILDREN AND TEACHERS.

In making grants and entering into contracts under this Act, the Secretary shall ensure, where appropriate, that provision is made for the equitable participation of students and teachers in private nonprofit elementary and secondary schools, including the participation of teachers and other personnel in preservice and inservice training and programs for serving such children.

SEC. 4107. ADMINISTRATION.

The Secretary shall establish or designate an administrative unit within the Department of Education—

(1) to administer the programs authorized by this part,

(2) to coordinate all programs for gifted and talented students administered by the Department, and

(3) to serve as a focal point of national leadership and information on the educational needs of gifted and talented students and the availability of educational services and programs designed to meet those needs.

The administrative unit established or designated pursuant to this section shall be headed by a person of recognized professional qualifications and experience in the field of the education of gifted and talented students.

SEC. 4108. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated $20,000,000 for the fiscal year 1989 and such sums as may be necessary for each of the fiscal years 1990, 1991, 1992, and 1993, to carry out the provisions of this part.

Grant increases talented & gifted activities

The Oregon Department of Education and a consortium including the Oregon Association for Talented and Gifted, Portland School District, and the University of Oregon received a $900,000 grant to improve talented and gifted education in Oregon.

The three-year grant, which began January 1, includes six major activities:

• Planning workshops for school district teams will be conducted each year. Workshop subjects include identification systems and methods, programs and services, plans and curriculum, and instruction modifications.

Nearly 500 educators representing more than 200 districts participated in the first series of workshops in January and February (a workshop pilot was held in May of 1989).

Information and registration materials were mailed to districts in April about the 1990-91 regional workshops which will focus on the development of district plans for programs and services required for the 1991-92 school year.

• Pilot identification methods and program models are being developed by Portland School District for non-obvious talented and gifted students, including minority, handicapped, disadvantaged and bilingual populations.

This spring 300 students from these groups were identified using newly developed screening and evaluation instruments, and pilot programs are being operated for the students.

Portland will be conducting a variety of research and evaluation methods and programs and will provide regional training and on-site demonstration during the following two years.

• A statewide assessment of needs for information, training, and assistance for parents of talented and gifted students is being conducted and a parent network and workshops will be conducted across the state. The Parent-to-Parent Division of OATAG is conducting the statewide needs assessment through the organization's mailing list and parent workshops.

The Department will be asking for the assistance of districts to help with this assessment. If your district may be interested, contact Bob Siewert.

• Business education partnership programs for talented and gifted students was the topic of a state conference in April to encourage school-community cooperative efforts.

Existing programs will also be described in a directory distributed to schools and local businesses. During the second and third years of the grant, a series of workshops and presentations will be offered for business and school people on effective cooperative programs.

• The Talented and Gifted Center at the University of Oregon will be increasing graduate level training opportunities for teachers and administrators with the grant.

Additional master and doctoral students will be added to the program and will receive financial support. Also, revised and new courses will be developed to offer a broad range of graduate level training.

TAG Center staff will be increased to recruit and supervise graduate students, develop practicum sites in districts, and develop curriculum offerings on campus.

• Leadership training seminars and continuing education will also be offered statewide as part of a personnel development and training activities for the grant.

The leadership seminars will offer advanced training for educators at all levels. Each seminar will focus on a specific issue or topic.

Continuing education classes are also planned. These classes will include instruction in curriculum development, instructional options, and regular classroom strategies, and will be offered statewide.

For more information on the various grant activities or enrollment, contact Bob Siewert...

from Oregon Department of Education Edu-Gram, May 1990

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